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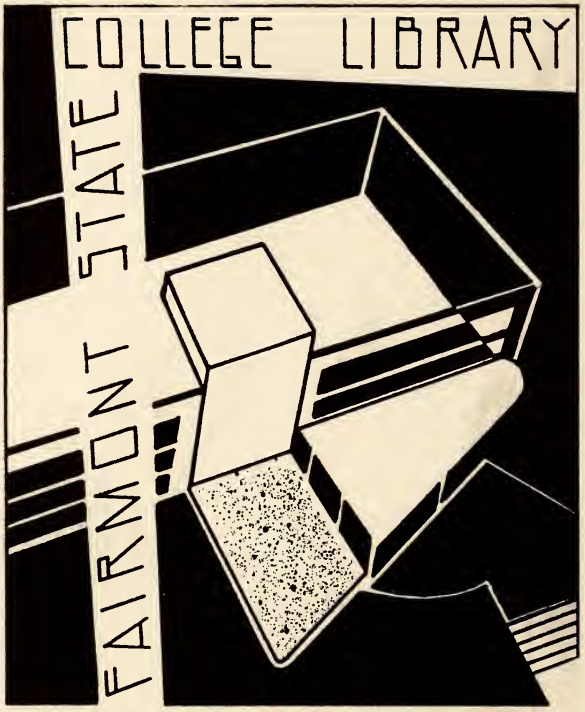
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CATALOG

OF

FAIRMONT STATE NORMAL SCHOOL

For 1920---1921

FAIRMONT,
WEST VIRGINIA

CATALOG

OF

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WEST VIRGINIA

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FAIRMONT STATE NORMAL SCHOOL

For 1920—1921

CALENDAR FOR 1920—21

First Semester opens September 15.
Christmas vacation begins December 17.
School resumes January 3.
First semester closes January 28.
Second semester opens January 31.
Spring vacation begins March 31.
Spring term opens April 4.
Commencement June 9.
Summer term opens June 13.

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FACULTY 1919—1920.

Joseph Rosier, A. M.
President of the Normal, Instructor in School Management and Supervision.

Walter Barnes, A. M.
Assistant to the President, Head of Extension Department and English Department, Instructor in Methods in English.

Francis Shreve, A. M.
Head of Education Department, Instructor in Psychology and History and Principles of Education.

E. L. Lively, A. M.
Director of Short Course, Instructor in Agriculture

Inez M Johnson. *
Instructor in Elementary School Methods

Jessie B. Ice,
Training School Supervisor.

Frank S. White, A. B.
Instructor in Short Course Education.

H. J. McGinnis, B. Sc. *
Instructor in Rural Education, Registrar.

Morris K. Turner, Ph. D.
Head of History Department, Instructor in Methods in History.

Dorcas Prichard, A. M.
Dean of Women, Instructor in History.

Harold F. Rogers, A. M.
Instructor in Chemistry and Physics.

Laura F. Lewis, A. M.
Instructor in English.

Mrs. N. R. C. Morrow, A. M.
Instructor in English.

E. E. Mercer, A. B.
Instructor in English and Mathematics

Ethel Ice, A. B.
Instructor in Modern Languages.

Virginia Gaskell,
Instructor in Domestic Science, Methods in Domestic Science.

* Resigned at mid-year.

39499

Violet Noland,
Instructor in Domestic Art, Methods in Domestic Art.
Laura Briggs,
Instructor in Drawing, Methods in Drawing.
Harriett Schroeder.
Instructor in Vocal Music, Methods in Music.
Rachel Toivenen,
Instructor in Physical Education, Methods in Physical Education
Mrs. Emory F. McKinney,
Librarian.
* Amy Rogers Rice,
Instructor in Piano.
I. O. Ash, A. M.
Instructor in Education, Summer School.
Lillian Compton, A. B.
Instructor in Education, Summer School.
Jane Conklin Ashcraft,
Secretary.

TRAINING SCHOOL FACULTY.

H. L. White, Principal.
Blanche Henry, Eighth Grade.
Florence White, Seventh Grade.
Evelyn Prickett, Sixth Grade.
Louise Leonard, Fifth Grade.
F. Willard Clayton, Fourth Grade,
Ida Agnes Orr, Third Grade.
Agnes Erwin, Second Grade.
Willa Leonard, First Grade.

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* Resigned at mid-year.

FACULTY COMMITTEES.

Classification and Grades.

Mr. Barnes, Mr. Shreve Mr. Lively

Employment and Recommendation

President Rosier Mr. Barnes Miss Jessie Ice

Social

Miss Prichard Miss Ethel Ice Miss Schroeder

Library

M. Mercer Mr. Rogers Mr. Turner

Chapel

Mrs. Morrow Miss Schroeder

CLASS OFFICERS.

Junior Academic, Mr. Rogers
Senior Academic, Miss Prichard
Senior Short Course, Mr. Lively
Junior Normal, Mr. Turner
Senior Normal, Mr. Shreve

THE STATE BOARD OF CONTROL.

403 Capitol Street.

Charleston, West Virginia.

E. B. Stephenson, President.....Charleston, W. Va.
J. Walter Barnes, Treasurer.....Charleston, W. Va.
James S. Lakin, Member.....Charleston, W. Va.
Frank H. Kincheloe, Secretary

The State Board of Control has the direction of the financial and business affairs of the State Educational Instructions

THE STATE BOARD OF EDUCATION.

State Capitol Building,

Charleston, West Virginia.

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State Superintendent of Schools.
L. W. Burns, Vice President.....Grafton, W. Va.
W. C. Cook.....Welch, W. Va.
Noah G. Keim.....Elkins, W. Va.
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F. S. Sycafoose.....Webster Springs, W. Va.
J. Frank Marsh, Secretary.

The State Board of Education has charge of all matters of a purely scholastic nature concerning the State Educational Institutions.

GENERAL INFORMATION.

Fairmont State Normal School exists to prepare teachers. More specifically, it exists to prepare teachers for the elementary schools of Central and Northern West Virginia. It is not in any sense a competitor with the high schools of the state, or with colleges or professional institutions of the state; it has its own special field of endeavor and is satisfied to do the valuale worn entrusted to it.

The Normal School graduates over a hundred teachers every year. It sends out, to twenty or more counties in this part of West Virginia, well-prepared and well-trained young men and women to teach in the cities, villages, and rural communities. Each one of these teachers influences twenty or thirty boys and girls every year, so that the work of the Normal School is affecting the educational conditions all over this section of the state. Undoubtedly, much of the progressive, modern, wholesome spirit observable in the schools, much of the improvement in teaching methods, much of the educational reform that has been sweeping over the central and northern counties of the state, has been due to the influence of Fairmont Normal. Having found a rich sphere of service, this Normal School is concentrating all its energies and powers on making its contribution as effective and large as possible, ignoring everything that would hamper it in the carrying out of this one policy.

The Normal School is always the pivotal part of a public school system. If the Normal School is ineffective, the entire school system suffers, directly and seriously. The preparation and training of teachers is therefore an absolute essential to the success of a system of public education. Fairmont Normal School clearly recognizes this fact, and is endeavoring to discharge the tremendous resposibilities committed to its charge. It is especially aware af the unusual conditions in education brought on by the Great War; the scarcity of teachers, new ideas of education, new duties thrown upon the public schools of America; and in attempting to give some assistance toward the solution of these vital problems Fairmont Normal feels that she is doing her share toward winning the war and preparing for the period of reconstruction after the war.

The Normal has fitted itself into the public school system of the state and articulates perfectly with all the other parts of the system. It gives graduates of four-year high schools entrance without examinations or conditions or stipulating what subjects they must have had; it sets up no arbitrary standards, it makes no attempts to influence in this way the curriculum of the public schools. It has a special one-year course for those who wish to teach in villages or the country; it encourages specialization in definite kinds of teaching; it provides special work in physical training, children's games, story-telling, music, drawing, agriculture, English, manual arts of various kinds—in fact, whenever it has been possible, the Normal has endeavored to prepare teachers in all the new subjects and for all the new duties as they have been made apparent. Whenever it is evident that a desirable change in the public school system has taken place or is about to take place, Fairmont Normal has done its utmost to adjust its work, its ideals, its traditions, to this change.

One of the ways in which Fairmont Normal is of a special service to the teaching profession is in its helpfulness to teachers already in service. There are always many teachers who cannot afford to attend school for an entire year at one time. Through its special Spring and Summer Terms and through its correspondence and extension classes, the Normal School comes to the aid of such teachers, making it possible for them to continue their academic and professional studies. Each year teachers in service graduate from the Normal School, the education obtained through experience in teaching being estimated liberally and counted toward graduation.

IDEALS AND SPIRIT OF THE SCHOOL.

Every educational institution developes, in the course of years, a distinctive and characteristic "school spirit." It is this, rather than the buildings or equipment or the faculty, which most clearly distinguishes one school from another and gives each school almost a personal individuality.

Fairmont Normal's school spirit is well-known; the unusual ideals and traditions of the school are almost immediately perceived by the new students or the visitor. The spirit is attractive and wholesome, and

it accounts for the feeling of intense loyalty and devotion which students and graduates show for the school.

Very prominent in Fairmont Normal is the richness and fineness of the social life of the students. For years it has been the tradition that Fairmont Normal students should engage in many diversified social activities, that Fairmont Normalites should be acquainted with the best social usages and trained in good breeding and the social arts. The authorities of the school believe that this is an important part of the education of any young man or woman, particularly of anyone preparing to teach. Parties, receptions, teas, picnics, formal and informal gatherings of various sorts are therefore recognized and encouraged as an essential feature in the life of Fairmont Normal—all of these, of course, being subject to the direction and supervision of the Dean of Women, and the Social Committee of the Faculty.

Another noticeable quality of the life at Fairmont Normal is the student freedom that prevails. The Faculty governs by suggestion and advice rather than by rules and strict regulations, thus throwing the responsibility for conduct largely upon the students themselves. Visitors to the Normal School are always impressed by the lack of friction, by the absence of visible authority, by the fact that the school seems to "run itself."

As a result of this liberality and freedom from imposed discipline, there has not been a serious case of bad-conduct or severe punishment at the Normal for several years. The authorities of the school believe that by thus giving the students more freedom of self-government and by placing more and more responsibility upon them as they show themselves worthy of it, they will be the better prepared for assuming the duties of teaching and the better prepared to accept responsibility and to display initiative.

A third feature of the school life at Fairmont Normal is the fine quality of the studentship. Hard, earnest, serious work is expected and exacted of the students. Those who are not willing to work diligently in the class room and in the many student activities and organizations, are not invited to attend Fairmont Normal. The life of the average student at this institution is a very busy one; that is one of the traditions of the school, it is a part of the school spirit.

Finally, as Fairmont Normal is a teachers' school, the "atmosphere" is distinctively professional. "Teaching" is the subject most talked about throughout the school; the ambitions and hopes of every student center in teaching, it is the common goal of all. In consequence, there is a unanimity of purpose and effort, a singleness of aim that inspires all who attend the school and gives them zeal and enthusiasm for teaching.

All this makes Fairmont State Normal School a most excellent place for living a full, rich, happy, busy life and securing inspiration and in preparing to enter upon one of life's most important vocations; teaching.

HISTORY.

Provisions for the establishment of the Fairmont State Normal School were made by the State Legislature of 1867, and an appropriation was provided for the inauguration of the work of the school. In the Act providing for the school, its purpose was declared to be that of educating and training teachers in the improved methods of instruction and discipline that would be of the best service to the common schools of the State. For more than fifty years the Normal School has striven to carry forward the purpose of its founders. Hundreds of young men and women have been enrolled as students, and have felt the influence of the instruction which has been given, and hundreds have been graduated and are engaged in the different vocations of the State, exerting wide influence in public affairs. From the beginning, the Normal School gave prominence to the idea of teacher training, with the result that the graduates of the school are very prominent in the educational work of the State. The men and women whose names have apteared in the list of faculties have been widely known for their ability and scholarship, and the instruction which has been given by them has been far reaching in its effects.

In material and equipment, the Normal School has made steady advancement. In 1872 an appropriation was made by the State Legislature for the erection of a new building in conjunction with the local Board of Education. This building was completed and occupied in June, 1873. For many years, the building, standing at the corner of

Main and Quincy streets housed both the Normal School and the Public Schools of Fairmont. It has been entirely abandoned for school use and is now used for factory purposes. In the year 1893 the Normal School was moved into a new building, on Fairmont Avenue, between Second and Third streets. Several years ago the State authorities recognized the need of the institution for a larger site, with more room for buildings. The Board of Control, therefore, was authorized by the State Legislature to purchase new grounds at the far end of Locust Avenue, on the west side of Fairmont. The new site consists of eighteen and one-half acres of ground, ideally located for the institution. In January, 1917, the Normal School was moved into the magnificent new building, which it to be its home in the future. The Girl's dormitory on Fairmont avenue is still being used by the school, pending the erection of a dormitory on the new site.

LOCATION.

The Fairmont State Normal School is located at Fairmont, West Virginia, on the Monongahela River, near the junction of the Tygarts Valley and West Fork Rivers. It is on the main line of the Baltimore and Ohio Railroad, and at the terminus of the Monongahela Railroad. It may be reached on the Monongahela Valley Traction Company interurban lines from Weston, Bridgeport, Clarksburg, Mannington, and Fairview. It is the geographical center of one of the most populous sections of the state. Clarksburg, Grafton, Elkins, Mannington, Moundsville, Wheeling, Parkersburg and other important towns and cities are within a short distance; Fairmont is one of the most accessible cities in the state.

Fairmont is a busy, modern, progressive city of about 20,000 population, with a commission form of government, electric lighting, pure water supply—all the advantages and conveniences of a modern urban community. It mas many fine churches of different denominations, and it has one of the best public school systems in the country. Its population is composed of an enterprising and wide-awake class of people. Its citizens take an active interest in education and all movements for the advancement of the community and the state. Many of

America's most famous public men and women and most noted speakers have been brought to Fairmont by some of the city's clubs and societies. For these reasons, it is an especially favorable location for an educational institution. Young people who attend the Normal School will come in touch with the progressive spirit of the city, in which the institution is located.

THE NEW BUILDING AND GROUNDS.

The new building is a fine example of classic architecture, and is one of the finest public buildings that has been erected by the State. With its architectural beauty, it combines a practical arrangement and equipment for school work. It stands in the center of the spacious new campus and commands a beautiful view of the surrounding country. The building is 265 feet long, 65 feet wide, and three stories in height. The outside walls are made of light brick trimmed with limestone and terra cotta. Beautiful steps and approaches have been completed.

It contains a fine auditorium, large library, study halls, society rooms, rooms for domestic science and domestic art, biological laboratory, chemical and physical laboratories, science lecture rooms, music rooms, offices, manual training, lunch rooms and general recitation rooms. Altogether the new building provides a commodious and well equipped home for the Normal School.

Appropriations totalling ninety-five thousand dollars are now available for a girls' dormitory and work has already been started on this building. It will be placed somewhat to the rear of the main building. Other structures are being planned. Within a few years Fairmont Normal will have one of the most beautiful and useful educational plants in this part of the United States.

The campus is rapidly becoming one of the most beautiful and picturesque grounds in the state. Several acres have been laid out in gardens, trees and shrubbery are being planted, walks laid, and other improvements made.

LIBRARY.

Fairmont Normal has a useful and usable library of more than seven thousand volumes, in charge of a competent librarian and assistants. The books have been selected with care, with the special view of getting together the best books in the different fields of knowledge and literature and specifically in the field of education. Practically all the authorative books on Education, all the classics in English and American Literature, and all well-known reference books are to be found in the library.

The librarian and the members of the faculty do their utmost to make this splendid collection of books known to the students and to train the students in the rapid, intelligent use of the books. In most of the classes definite reference work is required and bibliographies are compiled; in English classes a book is read from the libraries each month, and special courses in the use of books and the library are given by the librarian and the English teachers.

In the library are to be found many of the most useful and popular newspapers and magazines, both educational and general. Students are allowed free access to these periodicals, and each week the librarian posts on the library bulletin list of the stories and articles most worth reading, so that the student may be assisted in finding what he wants to read. The library owns a large number of bound volumes of periodicals of recent years.

ORGANIZATIONS AND STUDENT ACTIVITIES.

Student organizations and activities carried on by students have a distinct and notable place in the school. Recognizing that they encourage initiative and self-control, provide laboratories for development in English, teach parliamentary law, and train in appearing before the public, and realizing that this is of special value for teachers the authorities manifest keen interest in the conduct and success of the established organizations and the formation of new ones. Every student can find some kind of student work that fits in with his interest and talents.

It is a strict requirement that all Normal Junior and Seniors and all Short Course Seniors must appear in public at least once in a semester and deliver some literary production approved by the English department.

All literary performances are credited on the English course by means of a system of points. 50 points equals one-third of a unit.

STUDENT BODY.

The entire school is organized into an association known as the Student Body. It fills an important place in the general work of the Normal School. Through this organization, receptions are arranged, officers of the "Bulletin" elected, special committees appointed, the Lecture Course directed, and many other services as they arise from time to time are rendered. A Student Body fee of $2.50 a year is required of all students. This covers the cost of receptions, flowers, and additional expenses for the student body. It also entitles the students to a ticket for all numbers in the regular Lecture Course.

YOUNG WOMEN'S CHRISTIAN ASSOCIATION.

The purpose of the organization is to unite the women of the institution in loyalty to Jesus Christ and to lead them to accept Him as their personal Savior. It further seeks to enlist their devotion to the Christian Church and to the religious work of the institution.

It is the policy of the organization to co-operate with every phase of school life, to help uphold the standards of the school and to serve the school as a whole, each individual of the school, and the community whenever it is possible. In order to carry out this policy, the Association is divided into a number of communities through which it does its work.

The meetings committee plans the programs for each week. The social service committee looks after the sick and discouraged student, and through co-operation with the local Associated Charities gives students some experience in modern social servicec work. The social

committee has as its policy the fostering of friendliness throughout the school, of helping to keep high standards of social life, and of giving a series of parties that will satisfy the various needs of the school.

The Association has been particularly active in the war work during this past year. The weekly programs have dealt with war problems; the different communities have done Red Cross and other war work.

STORY TELLING CLUB.

The Johnson Story-telling Club, with a membership of 60 is one of the flourishing new organizations. Its programs which are given every Thursday evening, consists of stories for children, the aim of the Club being to train its members in effective story telling. A group of the best story-tellers is sent out to nearby towns on the Extension Department's Lecture and Entertainment courses.

INDIVIDUAL TALENT CLUB.

An organization known as the Barnes Individual Talent Club, which has as its purpose the discovery and development of any talents its members may possess, meets every two weeks at the homes of the members. Litrary and musical programs are rendered, songs, and games engaged in, "stunts" performed and refreshments served. This Club is open to any member of the Standard Normal course who may be elected.

CLASS ORGANIZATIONS.

Each class in school has its organization for social and educative purposes. A class officer from the faculty is in charge of each class group.

SCHOOL PUBLICATIONS.

Fairmont Normal has two publications: "The Bulletin," a monthly news and literary magazine and "The Mound", a year book.

Both of these publications are in the hands of the students, subject to faculty supervision. They provide a means of self-expression for those interested in any form of writing.

ATHLETICS.

For many years athletics in various forms have occupied a prominent place in the life of the Normal School. Many athletes have gone from the institution to become leaders in the athletic activities of other institutions of learning. An effort has been made lately to organize the athletic life of the institution and to place it upon a better basis A new Constitution has been adopted, providing for a better student organization in the management of the various athletic teams. In the future an effort will be made to provide for all the different forms of athletics. Competent coaches will be provided and plans are being perfected for a wide range of athletic and physical activities for both young men and young women. It is the purpose of the management of the institution to make the athletics a helpful part of the school life. Reasonable scholastic requirements will be made of those who participate in athletic games under the auspices of the school. A constant effort will be made to surround all athletic contests with proper moral conditions.

Football, basketball, baseball, tennis and track athletics will furnish the means for physical activities. As far as practicable, arrangements will be made for both young men and young women to participate in these activities. Class teams, regularly organized, and class contests will be provided. It will be the aim of the institution to encourage proper rivalry among the classes so as to furnish adequate opportunities for all students who can profit from participation in competitive contests. During the present year tennis courts have been built and equipped for the use of those students who enjoy this form of sport.

Special attention is given to the physical well-being and development of the young ladies. A competent instructor gives gymnasium work. Swedish exercises, games, and plays; and all young ladies are required to take this work.

The expenses for books during the year will average about ten dollars for each student, and expenses for supplies such as pencils and paper, will probably amount to five dollars. It is the aim of the institution to keep expenses for the above purposes within reasonable limits, but at the same time it is felt that the welfare of students will be promoted by a reasonable expenditure for various student activities.

The new girls' dormitory is in process of erection but it will not be ready for occupancy next year. The old dormitory having been abandoned, all students will find rooms and board in private homes. Dozens of the best homes in Fairmont are open to students, board and room costing from six to seven dollars a week. Lunch is served at the main building every day at noon. Parents may feel the utmost confidence concerning the conditions under which their children will live in Fairmont, as no student is allowed to stay in a home not approved by the president of the school and the dean of women.

Students may form boarding clubs in private homes and reduce the boarding expenses somewhat. Young men can secure rooms for $1.50 to $2.00 per week, and by forming boarding clubs can make the entire expenses for board per week from $4.50 to $6.00. It is also possible for young women to secure rooms where they may do light housekeeping. An effort will be made to keep the living expenses of students within just as reasonable limits as possible, considering the greatly increased cost of living in the last year or two.

SUMMARY OF EXPENSES.

Board and Room	$200.00
Tuition and class expense	13.00
Laundry	25.00
Books and stationery	15.00
Miscellaneous	35.00
Total	$288.00

The above summary of the total cost for a year in the Normal School is an average estimate. Some students may be able to get

through a year on less and others will spend more. This estimate does not cover traveling expenses, which will depend upon the distance the students live from the school.

DIRECTIONS TO STUDENTS.

Young persons desiring to enter the Normal School should make a careful study of the Normal School catalog, noting particularly the different advantages of attending the Normal School at Fairmont, and considering carefully the various courses of study offered, and if they are not sure what they want, they should correspond with the President of the school. No student should enter upon any course without advice from the President. Should questions arise concerning matters of credit for school work already done, the prospective student should write to the President of the Normal School indicating the amount of work which has been done, and the schools that have been attended. When the student has decided to come to the Normal School, he should have the principal of the high school or other schools at which work has been done to send a certified statement of credits to the Registrar of the Normal School.

Prospective students desiring rooms, either in the dormitory or in private homes will write to the President or to Miss Dorcas Prichard, Dean of Women. After reaching Fairmont, students who are not acquainted with the city should come directly to the Normal School building and report to the office. Parents need not feel it necessary to come to Fairmont to look after their children, as the Normal School authorities will attend to all these matters.

Students may enter the school at any time, but they should enter at the beginning of a semester. A special Spring term is offered to teachers, and the Normal School authorities adjust the course of study to fit any individual dikculty, if it is possible.

COURSES OF STUDY.

Fairmont State Normal School is now a genuine Normal School. Beginning with 1920, the academic course, corresponding to the high school course, is eliminated. The only high school work retained is that which is needed for the completion of the Short Course. No student under eighteen years of age is permitted to enroll in the academic work of this Short Course, being understood that students under that age will secure their high school education at the high school nearest them. Undoubtedly the elimination of the academic course will enable the Normal School to function more appropriately as a teacher training school.

The Normal School now offers two courses of study: the standard two-year Normal Course and the Short Course.

Before studying the different courses the student should learn the following definitions:

A unit is the credit for taking a subject five recitation periods (45 minutes each) per week for a whole school year of not less than thirty-six weeks. For example, a student starting in English at the beginning of the fall term and reciting once a day in that subject till the end of the year in June would receive *one unit* credit in English. As a rule students earn *four units* a year, but exceptional students are sometimes able to earn more. The unit is used as the measure of credit for Secondary and Short Normal Courses.

A credit is one-third unit, and is sometimes used to show credit received for taking a subject a term or third of a year.

An hour, usually called "semester hour" is the credit received for taking a subject one recitation period a week for a half-year (semester means half-year) or eighteen weeks, thus taking a subject *five* times per week for eighteen weeks would give the student *five semester hours* credit. This term is usually used to count work above high school grade where recitation periods are one hour long. It will be seen that a student taking four subjects four times a week for a year should receive (32) "semester hours" credit. This is the amount of credit generally earned in a year.

Laboratory Credit. Two class periods in laboratory work are equivalent to one recitation period in a subject requiring preparation

for the recitation. This rule of measurement applies to all subjects not requiring preparation, such as physical training, music and drawing.

STANDARD NORMAL COURSE

ENTRANCE. A graduate of a four-year high school or a school of similar rank is admitted to this course without examination or conditions, regardless of what subjects he has taken in the high school course.

PURPOSE. This course is designed to prepare teachers for positions in the elementary schools of the towns and cities of West Virginia. Graduates of this course are recommended for positions in the town and city school systems of this State.

LENGTH. This course represents two full years of work above a four-year high school course. Sixty-four semester hours are required for graduation, but it is possible for the students to complete the sixty-four hours in less than two years, by attending summer terms and by doing extra work at the discretion of the Committee on Classification and Grades. The course is so arranged that a student can do a part of the work, then teach, if he wishes and later finish the course.

RATE AT WHICH CREDIT CAN BE ACQUIRED. The maximum of credit hours allowed in this course in any one year of thirty-six weeks, is thirty-six semester hours, unless special permission is granted by the Normal School Committee of Classification and Grades. This permission is granted only to exceptional students.

CERTIFICATE GRANTED. Graduates of this course receive a certificate from the State of West Virginia, good for five years, and renewable almost indefinitely, so that it is practically a certificate for life. This enables the graduates to teach in any school in West Virginia, and it is usually accepted by other states as equivalent to the highest certificate in those states.

RECOGNITION OF CREDITS. Work done in the Standard Normal Course is considered equivalent to the Freshman and Sophmore years of a college or university course. According to an agreement with the authorities of West Virginia University, graduates of the Fairmont Normal School may be given credit for sixty semester hours on the regular work of the College of Arts and Sciences, and other good colleges and universities are still more liberal in accrediting the work of the Normal School. In this way it is possible for a student to obtain a teachers' certificate by two years' work at the Normal

School, then later obtain a degree at a college or university by only two additional years' work.

CONTENTS OF THE STANDARD NORMAL COURSE.

The Standard Normal Course consists of *PROFESSIONAL* and *ACADEMIC WORK*. Of the sixty-four semester hours required for graduation, thirty-three hours consists of required professional work, arranged as follows:

JUNIOR YEAR.

First Semester	Ed. 1. Educational Psychology	4 hours
	Ed. 10. Method in Music	1 hour
	Ed. 12. Method in drawing	1 hour
		6
Second Semester	Ed. 2. Educational Psychology	4 hours
	Ed. 3. Supervised Study	4 hours
	Ed. 11. Method in Music	1 hour
	Ed. 13. Method in Drawing	1 hour
		10

SENIOR YEAR.

First Semester	Ed. 4. Hist. of Ed. in U. S.	3 hours
	Ed. 6. School Management	3 hours
	or	
	Ed. 14A. Ob. and Teaching	hours
	Ed. 8 Primary Method	3 hours
		6 to 10
Second Semester	Ed. 5. Prins. of Ed	4 hours
	Ed. 6. School Management	3 hours
	or	
	Ed. 14B. Ob. and Teaching	4 hours
	Ed. 7. English Methods	3 hours
		7 to 11

Of the remaining thirty-one semester hours, (which is academic work) the following is required, unless the student has taken the same amount of credit in these subjects before entering the Normal Course:

Agriculture	4 hours (See page 36)
United States History and Civics 4	4 hours (See page 33)
Music 1	2 hours (See page 42)
Drawing 1	2 hours (See page 42)
Physical Education 1 & 3	4 hours (See page 41)

The remainder of the sixty-four hours may be elected from the following subjects:

English 5,	8 hours
English 6,	3 hours
English 7,	3 hours
English 8,	4 hours
English 9,	8 hours
English 10,	1 hour
English 11,	1 hour
English 12,	4 hours
History 5,	4 hours
History 6,	8 hours
History 7,	4 hours
History 8,	4 hours
History 9,	8 hours
Agriculture 4,	4 hours
Chemistry 2,	4 hours
Chemistry 3,	4 hours
Mathematics, 3,	2 hours
Mathematics 4,	8 hours
Art 3,	3 hours
Art 4,	1 hour
Art 5,	1 hour
Physical Education 2,	2 hours
Physical Education 4,	2 hours
Domestic Science 2 and 3,	4 hours
Domestic Art 2 and 3,	4 hours

It is possible for any student to take the required work and yet have enough elective to choose any line of study especially interesting to her, and prepare herself for special teaching in this line. Some of the subjects that are most popular as electives are: Domestic Science, Domestic Art, Drawing, History, English and Physical Training. It is also customary for students to specialize in either upper grade or lower grade teaching, and the courses are so organized as to permit this specialization.

The authorities of the school advise all prospective students who expect to be recommendeh for positions in the city school system of the state to take this two-year course. In some of the larger cities no one is appointed as a teacher unless she has completed this two-year course.

SHORT NORMAL COURSE

ENTRANCE. A graduate of the elementary school is admitted to this course without examination or conditions. Anyone who has had the freshman year of the high school course, is admitted to the sophomore year of the short course; anyone who has had two years of the high school work, is admitted to the junior class of the short course, etc. A graduate of a four-year high school can do the work required in the Short Course in one year, unless he has not had a sufficient number of the subject required in the Short Course to enable him to complete the required work in one year. In this case the student can nearly always finish the required work in one year and a summer term.

PURPOSE. This course is designed especially for those preparing to teach in rural and village schools. Graduates of this course are recommended for positions in the rural and village schools of West Virginia.

LENGTH. This course represents four full years of work above the elementary school course. Sixteen units are required for graduation; but as explained above, work taken in high school courses counts on the Short Course, provided the high school subjects are those recognized in the Short Course. Persons of successful experience holding a teacher's certificate showing high grades on some sub-

jects, may, be special examination, or by submitting reliable evidence of advancement beyond the eighth grade, secure special credit or advanced handling in some high school subjects. Such credit will be given at the discretion of the committee on Classification and Grades.

CREDIT FOR HOME STUDY. A limited amount of credit on the Short Course may be earned by regular work in Extension Classes or through Correspondence Study. Persons interested in these methods of securing credit should write to the Director of the Extension Department.

RATE AT WHICH CREDITS CAN BE ACQUIRED. The average amount of work that can be finished in this course in one regular year is four units. By permission of the Committee on Classification and Grades, exceptional students may be allowed to take four and a half units.

CERTIFICATE GRANTED. Graduates of this course receive a certificate from the State of West Virginia, good for three years and renewable for three years, at which time it expires. This certificate is good in any school in West Virginia, but it is recognized as especially designed for those wishing to teach in the country or village schools.

RECOGNITION OF CREDITS. Work done in the senior year of this Short Course is given full credit on the Standard Normal Course, but students who elect this course are not assured that the work done will be accredited in colleges and universities for advanced work. It should be remembered that the work in the Short Course is of the same rank as regular high school work. Graduates of a four year high school therefore, should not take the Short Course if it is possible to take the Standard Normal Course, since the Short Course work will not be counted as advanced college work.

CONTENTS OF THE SHORT NORMAL COURSE.

The Short oNrmal Course consists of *Professional* and *Academic* work. Of the sixteen units required for graduation, three and a half units consist of *required* professional work, arranged as follows:

Child Study or Elementary Applied Psychology..... 1-2 unit
Principles of education ..... 1-2 unit

School Management ..... 1-2 unit
Principles of Studying and Teaching ..... 1-2 unit
Sanitation and School Hygiene ..... 1-2 unit
Rural Sociology ..... 1-2 unit
.Observation and Practice Teaching ..... 1-2 unit

Of the remaining twelve and a half units (mhich is academic work) the following is required; unless the student has taken the same amount of work in these subjects before entering in Short Course:

English ..... 3 units
English History or Modern European History ..... 1 unit
American History and Civics ..... 1 unit
Agriculture ..... 1 unit
Manual Training—for boys
Home Economic—for girls ..... 1 unit
Drawing and Music ..... 1 unit
Physical and Commercial Geography ..... 1-2 unit
General Science ..... 1 unit
Physical Training ..... 1-2 unit

The remainder of the sirtee nunits may be elected from the following subjects:

English ..... 1 unit
Botany ..... 1 unit
Chemistry ..... 1 unit
Physics ..... 1 unit
Horticulture ..... 1-2 unit
School Gardening ..... 1-2 unit
Elementary Sociology ..... 1-2 unit
Poultry Raising ..... 1-2 unit

The authorities of the school advise all prospectife students who expect to be recommended for positions in the rural and village schools of this State, to pursue the Short Course.

DESCRIPTIVE OUTLINE OF COURSES IN EDUCATION

Education 1—EDUCATIONAL PSYCHOLOGY.

Four hours, first semester. This course aims to introduce the student to the principle of the learning and teaching processes through observation, laboratory exercises, readings, and discussions. Special attention i given in the tudy of each principle to it applications to education. The topics treated are: the development of the rhild, inherited tendencies, feeling, atention, habit, memory, thinking, individual differences, and group psychological tests.

Education 2—EDUCATIONAL PSYCHOLOGY.

Four hours, second semester. The second semester's work i a continuation of Education 1. It deal particularly with the applications of psychology to education. The chief topics ore: (1) the native equipment of human beings, (2) the psychology of the learning processes, (3) the psychology of learning school sbjects, and (4) mental and educational tests and measurements. In connection with topics (3) and (4) the following school subjects will be considered: reading, handwriting, pelling, language, arithmetic, and history.

Education 3—SUPERVISED STUDY.

Four hours, second semester. This course combines the work formery done in How to Study and General Method. The aim is to prepare the student to direct effectively the learning activities of a class of pupils. The following topics receive careful consideration: the meaning of supervised study, types of learning as found in the schoolrom, the essential factors of each type of learning, and how to supervise each type of learning.

Education 4—THE HISTORY OF EDUCATION IN THE UNITED STATES

Three hours, first semester. The aim of this course is to develop a better understanding of preent day educational problems. The past is studied as a means of interpreting the present. The work centers around a few movements that have been most influential in determining our educational ideals and practices.

Education 5—PRINCIPLES OF EDUCATION.

Four hours, second semester. Specific problems are the basis for the organization of this course. Students are required to investigate these problems and to present and discuss them in class. An attempt is made to interpret and organize the general principles of education as they have been developed in previous course and in the practical work of the Training School. The problems center around a few main topics, such as: the biological point of view, the social principles of education, the child, the curriculm, the teaching process, and the teacher.

Education 6—SCHOOL MANAGEMENT.

Three hours, first semester and repeated the second semester. This course deals largely with the problem of class-room management. Some attention, however, is given to the more general problems of school management. The chief topics are: the aim of school management,

39499

membership and attendance, order and discipline, grading and promotion, the curriculum, the daily program, the teacher's relations to supervisors and principals and to the community, records and reports, and the school law.

Education 7—THE TEACHING OF ENGLISH. x

Three hours, second semester. Reading, language and grammar, of this coursec.....Dgere;,f cmfwetaoishrdletaoishrdletaoinshrdlushrd composition, and spelling will be considered. For a further description of this course, see English 8.

Education 8—PRIMARY METHODS.

Three hours, first semesterr. This course will be devoted to teaching in grades I to IV, inclusive. The following subjects will be considered: reading, handwriting, hygiene, number work, nature study, and language. Required of primary teachers.

Education 9—THE TEACHING OF HISTORY.

Two hours, first semester. The chief topics are: the educational aims and values of history, sources and kinds of materials for the grades, and how to study and teach history. Elective for students preparing to teach history in upper grades or junior high school.

Education 10.—THE TEACHING OF MUSIC.

One hour, first semester. Two class periods. For a description of this course, see Music Methods under Music Department.

Education 11—THE TEACHING OF MUSIC.

One hour, second semester. Two class periods. For a description of this course, see Music Methods under Music Deprtment.

Education 12.—THE TEACHING OF DRAWING.

One hour, first semester. Two class periods. For a description of of this course, see Drawin Methods under the Art Department.

Education 13.—THE TEACHING OF DRAWING.

One hour, second semester. Two class periods. For a description of this course see Drawing Methods under the Art Department.

Education 14A.—OBSERVATION AND TEACHING.

Four hours, first semester. The student will spend one hour a day in the training school for one semester. The work will consist of observation of the critic teachers and of actual practice in teaching.

Education 14B—OBSERVATION AND TEACHING.

Four hours, second semester. This course is te same a 14A. One half the senior will take 14A the first semester; and the other half will take 14B the second semester.

TRAINING SCHOOL FOR STANDARD NORMAL COURSE

Arrangements have been made with the Board of Education of Fairmont Independent District by which the Butcher School, located on Fourth Street, is open to the regular Normal School Seniors for observation and practice teaching, and through the courtesy of the local school authorities the other schools of the city and community have been opened to those students who are taking the Normal Short Course.

In the regular Training School there are eight grades, each one in charge of a competent critic teacher, and the whole school is under the supervision of a capable principal and a supervisor of student teaching, who is a member of the Normal School Faculty.

The observation and practice teaching of the students taking the Short Course are under the direction and supervision of the Director of the Short Course.

Every Normal School student, before graduation, is required to spend one hour each day for at least eighteen weeks, in the training school. Before entering upon this work, the student will be expected to complete the courses in Psychology and General Method. At least one hour a week of observation will be resuired of Junior Normal students during the latter part of the junior year.

It is felt that the work in the training school is of the greatest importance and for that reason it is emphasized and carefully supervised. Student teachers are expected to become well acquainted with the pupils and to work in harmony with the critic teacher, with the aim of learning in practical ways the details of teaching methods, and school management. They will be required to assist in the opening exercise and in the mechanics of the school room and playground Each student teacher will teach at least two subjects and his practice will be distributed so as to include two grades. The assignments of grades are made after careful study of the individual ability of student teachers. As far as possible the preferences of students will be considered in their assignments. Conferences will be held with the students who are to do work in observation and practice, so that they may clearly understand the aims and purposes of this work.

The most thorough academic and pedagogical preparation is required for every lesson taught. Written lesson plans are required during the early part of the york, and these are criticised by the critic teacher and re-constructed by the student before he may teach. Frequent conferences are held with student teachers by the supervisor of training, and reports of lessons are written and the student is asked to criticise his own work in the light of the pedagogical principles which he has studied in order to develop in him the habit of conscious self-improvement.

The great aim of the work in training school is to establish a harmonious relation between the educational theories learned in the class room, and the actual and concrete process of teaching in the school. Students are made to realize their own sense of responsibility and personal initiative, and to apply, in their own way, the educational principles which they have learned. At all times the fact is kept prominent that pedagogical theory should be a constant stimulus to educational practice, and that the practice of education is a constant testing, of its theory, and that in this mutual process takes place the advancement of education and the betterment of methods of teaching.

SHORT COURSE EDUCATION

Short Course Education 1—PRINCIPLES OF STUDYING AND TEACHING.

Four hours, first semester. This study aims to develop efficiency in teaching and in directing the study of pupils. The following topics are considered: The purposes of the recitation, the method of recitation, the art of questioning, and the assignment of lessons; also, the factors of proper study, and practical suggestions for teaching children how to study.—Mr. White.

Short Course Education 2—CHILD STUDY.

Four hours, first semester and repeated the second semester. Effective teaching involves a knowledge of the pupil a well as a knowledge of the subject matter. It is the aim of this course to acquaint the student with the dominant characteristics of child life. Topics: Physical growth and development, moral development, individuality, and the treatment of backward pupils.—Mr. White.

Short Course Education 3—SANITATION AND HYGIENE.

Four hours, first semester. The purpose of this course is to study in a simple and untechnical way the problems of rural hygiene and sanitation. Several topics are considered such as: School grounds and buildings, heating and lighting of school houses, the water supply, drinking cups and fountains, sanitary toilets, ventilation, humidity, eye and ear defects, the hygiene of the teeth, stuttering, the hygiene of instruction, medical inspection, the hygiene of utensils and books; cleaning school rooms, duties of the school janitor, and disinfectants. —Mr. White.

Short Course Education 4—SCHOOL MANAGEMENT.

Four hours, first semester, and repeated the second semester. This course deals with the problems of school management with special reference to the rural school. The following topics are considered: The daily program, the course of study, grading and classification, attendance, government, measuring the results of teaching, the school as a social center, club organization, the supervision of play, the library and its uses and the duties of the rural teacher.—Mr. McGinnis

Short Course Education 5—PRINCIPLES OF EDUCATION.

Four hours, second semester. The aim of this course is to give a brief survey of the broad field of educational principles, and the part education should play in rural life. Topics: the meaning and vaue of education, the aims of education, the subject matter of education, the means of education, methods in education, results of education, and education in the United States.—Mr. White.

Short Course Education 6—RURAL SOCIOLOGY.

Four hours, second semester. This course is a treatment of such rural institutions as the church, the home, and the school. It discusses the rural, social and economic problems growing out of such topics as good roads, farm organizations, social life, recreation, isolation, religious life, education, with suggestions for their solution. Emphasis is placed upon educational agencies.—Mr. McGinnis.

Short Course Education 7—OBSERVATION AND PRACTICE TEACHING.

Five hours, first semester, and repeated the second semester. The student will pend one hour a day in the Training School for one semester. The work will consist of observation of the critic teachers and an actual practice in teaching. The students wil meet with their training teacher one hour each week for a discussion of their work in the training school. One-half of the Short Course Seniors will take the work the first semester; the other half the second semester.—Mr. Lively.

TRAINING SCHOOL FOR SHORT NORMAL COURSE

Arrangements have been made with the Board of Education of Fairmont Independent District by which the White School, located on Locust Avenue; the Fleming School located on Virginia Avenue; the Miller School, located on Pennsylvania Avenue, and the Barnes School, located at Bellview, are open to the Short Course Seniors for observation and practice teaching. In these schools the students have an opportunity of observing and studying modern methods of teaching and management, and are required to do practice teaching under the supervision of the critic teachers and the director of the Short Course.

ENGLISH

The general aims of the course in English are three: first, to study a number of prose and poetic masterpieces of English and American authors and much of the best magazine writing, with the aim of introducing the student to representative literature, of training him in critical and appreciative powers, and assisting him in forming proper reading habits; second, to train the student in writing and

speaking natural, idomatic, effective English; third, to acquaint the student with approved principles of teaching English in the elemenary schools.

English 3—POETIC TYPES.

Required of short course juniors. Four hours throughout year. One unit credit. The basis of this course is literature, the study of Poetic Types—the Epic, the Lyric, the Drama. The rhetoric of poetry is closely studied, to the end that the student may have basis for his appreciation. On one day each week special emphasis is placed on reading aloud. Magazines are used as texts a part of the year. One book each month is read on the outside. Some Library work is hequired. Expositions, either written or oral, are required once a week or oftener. Letter-writing with special book reviews and long topics on assigned topics are required at the pleasure of the teacher.—Mrs. Morrow.

English 4—LITERATURE.

Elective for short course seniors four hours throughout year. One unit credit. The work of this year consists of study of literature by periods. Some of the great literature—both prose and poetry of historical periods in English and American literature is read—some of it closely, most of it rapidly. On one day each week special emphasis is placed on reading aloud. The aim of this work is to familiarize the student with the leading characteristics of the different writers and periods, by reading the literature. The teacher supplements this by lectures and discussions, and by assigning topics for special study. These assigned topics make up the composition work of the year. No text in History of Literature is studied; the students are expected to compile one by means of their reading, study of special topics, and the teacher's lectures. Magazines are used as texts a part of the year. Library work is required. One book each month is read on the outside. Oral Compositions and Business Letters are assigned frequently.—Mrs. Morrow.

English 5—ADVANCED COMPOSITION.

Open to Normal Juniors and Seniors and Short-course Seniors. Prerequisite, four years of High School English. Four hours first semester. Four hours credit. Themes oral and written, brief and long; composition planning, mking of bibliogrphies, leson plans, questionnaires, examination papers, writing of business and social letters, papers for educational meetings, and articles for educational magazines, expositions and arguments on subjects connected with teaching; story telling and oral reading, dictionary and library work. Some educational magazines are studied.—Mr. Barnes and Miss Lewis.

English 6—Continuation of English 5. Four hours second semester. Four hours' credit.

English 7—CHILDREN'S LITERATURE.

Open to Normal Juniors and Seniors and Short-course Seniors. Three hours first semester. Three hours' credit. Text, lectures, discussions, library work, and extensive readings, covering the whole range of children's Literature; jingles, poetry, proverbs, fables, fairy stories, hero tales, animal and nature stories, realistic stories; children's book and children's pictures. The work of the course is intended to acquaint the students with the rich and interesting Literature that should be presented to the children in the elementary school.—Mr. Barnes.

English 8—TEACHING OF ENGLISH.

Required as education 7 of Standard Normal Seniors. Three hours, second semester. Three hours' credit. Text, lectures, discussions, library work, intended to acquaint the tudents with the proper methods of teaching the English subjects in the elementary school. The methods in reading, literature, language, grammar, spelling, composition work, together with story-telling, dramatization, and oral readings are all examined.—Mr. Barnes.

English 9—THE MODERN NOVEL.

Open to Normal Juniors and Seniors. Prerequisite, four years' English work in High School. Four hours, first semester. Four hours' credit. A study of English prose fiction, the contemporary realistic novel serving as a starting point. The aim is to lead the student to judge these novels, first of all, as studies of such social conditions as they themselves know. The study proceeds from the later novelists to those of earlier periods. Methods of portraying character, elements of style, are brought to the student's attention by contrast and comparison. A representative novel of each of the following authors is read and discussed somewhat in detail: Howells, Hardy, Meredith, Stevenson, George Elliot, Thackeray, Mrs. Gaskill, Dickens, Hawthorne, Scott, Jane Austin, and Goldsmith. Frequent reference is made to critical essays, especially those in which novelists have given their own theories of their art. The work in composition is directed chiefly toward increasing the student's appreciation of literary values.—Mr. Mercer.

English 10—CONTINUATION OF ENGLISH 9.

Four hours second semester. Four hours' credit.

English 11—DIRECTED READING.

Open to Normal Seniors. Two hours, first semester. Two hours' credit. It conists of lectures, note-book work, required references, and frequent conferences and reports. Each member of the class reads books along the lines of his interests, being led from one to another by natural connections and through the counsel of the instructor. No more than ten students will be admitted to this course. —Mr. Barnes.

English 12—CONTINUATION OF ENGLISH 11.

Two hours second semester. Two hours' credit.

English 13—STORY TELLING.

One hour, first semester. One hours' credit. This course is designed to acquaint the students with the different types of stories for children, with the library contents and nature of children's stories, and to give students practice in telling stories.—Mr. Barnes.

English 14—CONTINUATION OF ENGLISH 13.

One hour, second semester. One hours' credit.

HISTORY

In presenting the work in history the department has striven to keep in mind the all-important fact that this is a Normal School. Its constant endeavor has been, therefore, to arrange such courses as will provide for the needs of elementary school teachers. Since the work of the elementary schools is limited almost entirely to United States

History, the aim has been to emphasize this field and those most closely associated with it. Though aware always of the primary purpose of the school, the department has not forgotten that academic courses are necessary to meet the demands of some High School students who enroll. In preparing such courses the aim has been to fulfill all college entrance requirements, but at the same time to give such material, both in Ancient and English History as will connect up closely with the course in advanced American history, whether taken here or elsewhere.

Text books are used in all the courses given in the Normal School as well as in the academic department, but no hesitancy is felt to depart from them or to change the order of their development, when it is thought profitable to do so. Collateral reading, as a basis for oral and written reports is required in all the courses and the spirit of inquiry and investigation is constantly encouraged.

History 1—ENGLISH HISTORY.

Open to juniors in the short course. Five hours a week, throughout year. One unit credit. This is a narrative course in English history beginning with the earliest times and continuing to the present The periods emphasized are the Elizabethan and that of George III, but special attention and consideration is given to the reform and expansion movements at work during the reign of Victoria, and continuing to the present time.—Miss Prichard.

History 2—AMERICAN HISTORY AND GOVERNMENT.

Open to juniors and seniors in the Shirt Course. Five hours a week, throughout year. One unit credit. This course after a brief review of the colonial period, begins with the formation of the government and continues the narrative to the present. The course emphasizes such topics as the formation of the government; rise of nationalism; the westward movement; the struggle over slavery, the reconstruction of problems and especially those conditions and problems which are of vital importance to an appreciation and understanding of present day conditions. About one-third of the time of the course is devoted to a study of civics and aims to acquaint the students with the actual working of both the state and national government.—Miss Prichard.

History 3—UNITED STATES HISTORY AND CIVICS.

Required of all Junior Normal and Short Course Seniors who have not had a half unit in these subjects in high school. Open to all other students. The course in history will begin with the cause of the Revolution, and continuing will study the formation of the constitution, the organization of the government, the rise of na-

tionality, the westward movement, the slavery issue and the movement toward expansion.

Three hours first and second semesters.

The course in civics will correlate with the course in history in the beginning and will treat the essential principles of the government under the constitution. Later it will take up questions of state and local government and seek to make clear the functions of them. The purpose will be to show by concrete examples the place of the citizen in the state and community.

Two hours first semester.—Mr. Turner and Miss Prichard.

History 4—ECONOMIC AND SOCIAL HISTORY OF THE UNITED STATES.

Open to Normal Juniors and Seniors who have already had a high school course in American History. Four hours, first semester. A topical presentation of the social and economic development of our country's history. Such subjects as Colonial life and customs, colonial industries and labor systems, English and American commercial system, cotton and slavery, the introduction of manufactures, the industrial revolution in England and America, and application of machinery to agriculture are considered. Especial emphasis is laid upon the periods of development between 1860 and the present, an earnest effort being made to acquaint the student with the vital importance and significance of the present day conomic and social conditions and movements.—Mr. Turner.

History 5—5—Modern EUROPEAN HISTORY.

Open to Normal Juniors and Seniors who have already had a high school course throughout the year. Eight hours' credit. This course aims to lead the student throughout the movements of the momentous periods in the history of Europe from the time of Metternich to the present. Those forces and conditions which are antecedent to and responsible for the great war in Europe are sought for and emphasized in the course.—Mr. Turner.

History 6—THE GREAT EUROPEAN WAR.

Open to Normal Juniors and Seniors. Four hours first and second semesters. This rourse is given to meet the demand for a more intimate acquaintance with the historical rlations and problems of the great war. After studying the fundamental causes of the war, the course proceeds to a consideration of the historical background of it. Beginning with the Franco-Prussian War of 1870-71, the the student is made acquainted with the most important vents leading to the outbreak of the war in Europe. During the second semester the work will show how the United States was forced into the war, the movement for peace and the problems of reconstruction.—Mr. Turner.

History 7—AMERICAN POLITICAL INSTITUTIONS.

Open to Normal Juniors and Seniors, designed for those who wish to major in English at College. Four hours throughout the

year. Eight hours' credit. The purpose of this course is to show the student how our present political institutions arose; why our political parties were formed, and the rise, progress and culmination of our great political controversies.—Mr. Turner.

History 8—METHODS OF STUDY AND TEACHING AMERICAN HISTORY.

Open to Normal Seniors, and may be used as Education 9. Three hours, second semester. In the preparation of this course special care and attention has been given to the factors which enter into the study and teaching of history. Plans and suggestions are given by which those factors may be utilized and the student imbued with the historical sense. But the chief work of the course is the selection and utilization of the most desirable historical material for the elementary grades, and the most effective way of presenting it—Mr. Turner.

SCIENCE.

ELEMENTARY GENERAL PHYSICS.

Open to short course Juniors and Seniors. Five hours throughout year. One unit credit. This subject consists of the usual divisions. Mechanics of liquids, solids and gases; Heat, Electricity, Sound and Light. Numerous class-room demonstrations are given. Individual laboratory work is made a strong feature of the course. The phenomena of physics are met with on every hand in our every day lives, and, though often direct and simple, are compartively little thought about or understood by people who have training in physics. There is fully as much subject-matter in physics that is of interest to girls as there is of interest to boys. A project of the past year's study has been "Applications of Physics in the Household."—Mr. Rogers.

Agriculture 1—ELEMENTARY AGRICULTURE.

Open to Short Course Juniors. Five hours throughout year. One unit credit. This course is especially designed for the country teacher and the beginner in Agriculture. The active practical work of agriculture is carried on with the theoretical work. By means of field trips, laboratory work and reading, a study of the formation and value of the various soils is made and the best methods of improvement and care are given. The elementary principles of seed selection, planting, cultivation, etc., are carried out in a practical way. Attention is given to animal husbandry, dairying, and practical farm management.—Mr. McGinnis.

Agriculture 2—SHORT COURSE AGRICULTURE.

Required of Short Course Seniors who have not had one unit's work in High School Agriculture. Three hours' class and two is designed especially to prepare teachers to do efficient agriculture instruction in public school work. The work in this course is taken up on the seasonal plan, and special emphasis is placed on the nature study phase of agricultural work. Text Book; laboratory; field trips; class discussion, and actual garden work, in which each individual has actual experience in planting and growing various kinds of garden crop.—Mr. Lively.

Agriculture 3—ADVANCED AGRICULTURE.

Required of standard Normal Juniors who have not had one-half unit Agriculture in High School. Three hours' class and two hours laboratory, first semester. Four hours' credit. This work is designed more especially for the student who finishes the Normal Course and is preparing for college work. Botany and Chemistry are prerequisites. The real problems of the West Virginia farmer are taken up in the most practical way. Seed selection, testing, harvesting and storing of grains and forage crops, feeding and care of farm animals, and the ordinary practical principles of dairying are features of the work. The care and value of manures, use of fertilizers sol studes and preparaton, planting and care of the orchard are made clear by actual demonstration. Special emphasis is

given to the nature and contril of the common pests and diseases of farm crops. Some good text is taken as a basis, but constant use is made of government bulletins, farm journals and other related reading matter.—Mr. Lively.

Agriculture 4—VEGETABLE GARDENING.

Open to students in Normal Classes. Three hours class and three hours laboratory second semester. Four hours' credit. This course is to give special training in selecting and care of seeds and other parts of plants used for propagation. The preparation of soils, fertilizer values; general care of garden vegetables and small fruits, are each given special emphasis. The harvesting and storing of various kinds of garden crops furnishing a part of the exercise. Class discussion, laboratory demonstrations, assigned reading, and garden work make up most of the course. The school now has sir acres of ground under cultivation, especially for this work.—Mr. Lively.

CHEMISTRY.

Chemistry 1—ELEMENTARY CHEMISTRY.

Open to Short Course Juniors and Seniors. Four hours class and two hours laboratory throughout year. One unit credit. This course is accomplished by a large amount of laboratory work giving the student first hand knowledge of chemical phenomena and materials. Some phases of the cubject are intensely practical, others have varied appreciation or cultural value. Applications of chemistry to modern industrial processes, agriculture, physiology, hygiene and sanitation, foods and dietics are emphasized.—Mr. Rogers.

Chemistry 2—ADVANCED GENERAL CHEMISTRY.

Open to standard Normal Juniors and Seniors. Three hours class and two hours laboratory throughout year. Eight hours' credit. This course attacks and applies the general facts and principles of chemistry in a more thoroughgoing way than is possible with the beginner in high school chemistry. The aim is to put the student in sufficient command of a knowledge of chemical phenomena as that knowledge shall be of practical use. To be able to think in terms of the science, interpret the results of expriments and to solve chemical problems as they are met not only in the laboratory but in daily life, these ar tests of real usefulness. The course aims to give the student this clearer grasp of chemical principles which will make chemistry of practical value. —Mr. Rogers.

Chemistry 3—CHEMISTRY OF FOOD AND SANITATION.

Open to standard Normal Juniors and Seniors. One hour class and two hours laboratory, throughout year. Four hours' credit. For students preparing to teach who cannot arange to take the more extended courses in general chemistry, this course is planned to supply the more esssntial facts and principles of applied chemistry. The subject matter of this course is of fundamental import-

ance to teachers, community workers and householders. Text—Recitations, lectures and class-room demonstrations.—Mr. Rogers.

FRENCH.

French 1—FIRST YEAR FRENCH.

Open to Academic Juniors and Seniors. Five hours, throughout year. One unit credit. Grammar, reading and composition. Stress is laid on pronoun and verb, daily practice in pronunciation, composition and conversation. Frasier, and Squair's Shorter French Course; Tierman and Frank's Conversational French Reader; Sim's An Easy First French Reader.—Miss Ethel Ice.

French 2—SECOND YEAR FRENCH.

Open to Academic Juniors and Seniors. Five hours, throughout year. One unit credit. A continuation of first year. Advanced Grammar, conversation, translation, and composition. Koren's Advanced Composition; Merimee's Columbia; Chauteaubrand's Atala; Daudet's Tartarin de Terascon; Bruno's Le Tour de la France.—Miss Ethel Ice.

Mathematics 1—PLANE GEOMETETRY.

Open to Short Course Juniors and Seniors. Five hours a week throughout year. One unit credit. The work in geomentry is begun by requiring the student to observe and construct the elementary geometric forms, and in this connection to learn the definitions. A clear conception of these is essential to an understanding of geometry, as they form the basis of the subject. One of the chief objects of the study of geometry is to cultivate the habit of close observation, of comparison, of exact logical thinking, and of clear, accurate expression. To secure all this, the theorems in the text are used, after which many exercises are furnished to test hte students's ability to apply the principles learned from the demonstration.—Mr. Mercer.

Mathematics 2—TRIGONOMETRY.

Open to standard Normal Juniors and Seniors. Four hours, first semester. In this course the trigonometric functions are first defined and learned as ratios, but representation by lines is also introduced at the beginning, since parts of the subject can be treated more simply by the line method, or by a combination of the two, than by the ration subject, the ideas and requirements of modern mathematics are recognized, and the design for quipping the student for more advanced work in a college course is kept in mind. The elementary formulars are studied in groups and proved, and from thes other important formulas are derived, special emphasis to those essential to the solution of triangles. Application of these is given in a large number of exercises.—Mr. Mercer.

Mathematics 3—SOLID GEOMETRY.

Open to standard Normal Juniors and Seniors. Four hours, second semester. As pupils were at first taught to see figures in one plane, so now they must be taught to visualize solids from a flat drawing. In considering the propositions in solid geomentry, constant reference is made to corresponding propositions in plane geometry. This adds interest to the subject by keeping the familiar connected with what is strange and creates some approach to power in the discovery of new facts in relation to figures of three dimensions.—Mr. Mercer.

DOMESTIC SCIENCE.

Domestic Science 1—ELEMENTARY COOKING.

Required of short course seniors who have not had a half-unit work in this subject in High School. One class hour, and two laboratory hours, throughout year. Four hours' credit. A course in the selection of preparation of fod. Typical foods are studied, and the ideas gained in the discussion of their sources, properties, uses and preparation are impressed upon the minds of the pupils by practical work. Thoughtful spending is encouraged when food value and cost are prepared, special attention being paid to making the simple, inexpensive foods attractive and nourishing—Miss Gaskill.

Domestic Science 2—ADVANCED COOKING

Open to all who have had Domestic Science 1 or a similiar course. Two hours, throughout year. Two hours' credit. A few weeks in the beginning will be devoted to the subject of fruit and vegetable preservation. Some advanced work in regular cooking problems will be given, with attention paid to the calorific value of foods, invalid cookery, and some general work in dietics.—Miss Gaskill.

Domestic Science 3—DIETETICS.

Open to all who have had Domestic Science 1. One class hour and one laboratory hour first semester. One and one-half hour credit. This course aims to give a knowledge of the fundamental principals of nutrition. The composition and digestibility of fods are studied and the requirements of individuals as modified by age sex, activity, etc., also the feeding of school children and infants.—Miss Gaskell.

Domestic Science 4—METHODS OF STUDY AND TEACHING DOMESTIC SCIENCE.

Open to Normal and Short Course Seniors who have and Domestic Science 1 and 2 or similar courses. One class hour and two observation and practice teaching hours, second semester. Two hours' credit. This course may be substituted for education 10. The observation and teaching work in this course will be in domestic science. The second term of special methods will take up the planning of courses of study for domestic science work in the grades.—Miss Gasgill.

Domestic Art. 1—ELEMENTARY SEWING.

Required of Short Course Seniors who have not had a half-unit work in this subject in High School. One class hour and two laboratory hours, throughout year. Four hours' credit. The aim of this course is to give the foundation of plain sewing. The various stitches are studied and applied in the making of plain garments. Color and line problems as related to dress will be taken up. Emphasis is placed upon the history and uses of the various textile fibers—Miss Noland.

Domestic Art. 2—ADVANCED SEWING.

Open to all who have had Domestic Art 1 or a similar course. Twa hours, throughout year. Two hours' credit. The basis of this course is practical Dressmaking. A detailed study of the various textile fibres is given, also some work in interior decoration and the planning and furnishing of a madest home.—Miss Noland.

Domestic Art. 3—METHODS OF STUDY AND TEACHING DOMESTIC ART.

Open to Normal and Short Course seniors who have had Domestic Art 1 and 2 or similar courses. One class hour and two observation and practice teaching hours, second semester. Two hours' credit. This course may be substituted for Education 10. Attention is given to the best modern methods of teaching Sewing in the elementory schools. Students plan courses of study and equipments of various grades of schools.—Miss Noland.

PHYSICAL EDUCATION.

One year of Physical Education is required in both the Standard Normal Course and the Short Course. Before a student is assigned to Physical Training, she is given a medical and physical examination by a woman doctor. Those who are disabled or physically unfit for certain parts of the work are given special attention, accordina to their needs. If unable to take any work they are excused and their record marked ,'physical disability". A regulation suit consistng of black bloomers, whit middy blouse and gymnasium shoes is required.

Physical Education 1—GYMNASIUM.

Required of Normal Juniors and Short Course Seniors. Four hours first semester. Two hors credit. This course consists of setting up exercises for posture training, including games, simple relays, long ball and newcomb. Special attention given to personal hygenie and health instruction.—Miss Toivonen.

Physical Education 2—TEACHERS' PHYSICAL EDUCATION.

Required of Normal Juniors and Short Course Seniors. Four hours a week throughout second semester. Two hours' credit. The first part of this course consists of a study of games, story plays, dhythm plays, folk dances, relays, setting up exercises, etc. The second part of the course consists of work with wands, dumb bells, indian clubs, folk dancing and volley ball.—Miss Toivonen.

Physical Education 3.—GAMES.

Open to standard and short course seniors. Four hours throughout first semester. Two hours' credit. This course consists of teaching and training, in coaching basket-ball, volley ball, newcomb, tennis and indoor baseball.—Miss Toivonen.

Physical Education 4—TENNIS.

Open to all students. Four hours a week for half a semester. One hour credit. Practice on both indoor and outdoor courts.—Miss Toivonen.

Physical Education 5—AESTHETIC DANCING.

Open to Standard Normal Seniors. Four hours a week throughout second semester. Two hours' credit.—Miss Toivonen.

ART

Art 1—ELEMENTARY DRAWING.

Two hours throughout year. Two hours' credit. Required of Normal and Short Course students who have not had a sufficient amount of drawing before entering the Normal. The course includes the study of the landscape, plant and animal forms in both pictorial and decorative compositions. Also the study of the common forms about us and the principles governing the expression of these objects as found in cylindrical and rectangular prospective. Mediums used; pencil, charcoal, crayon and water colors.—Miss Briggs.

Art 2—DRAWING METHODS.

Two hours throughout year. Two hours' credit. Required of standard Normal Juniors. Same as Education 12. It is the aim in this course to study the different systems of public school art and to make an illustrated note book outlining the work for the eight grades. This should follow the course in elementary drawing. —Miss Briggs.

Art 3—APPLIED DESIGN.

Two hours throughout year. Two hours' credit. Open to students in short course and standard Normal Course. This course includes the study of the principles of design. Original conventional designs in leather metal block prinitng and stenciling. The construction and design of such articles as portfolios, kodak books, blotter pads, boxes,

lanterns, table runners, candle shades, etc.—Miss Briggs.

Art 4—PRIMARY CONSTRUCTION.

One hour throughout year. One hour credit. Open to students in the Normal Courses. All kinds of hand-work suitable for the first four grades are planned in this course. Exercises in weaving, folding and cutting with various mediums.—Miss Briggs.

Art 5—ADVANCED CONSTRUCTION.

One hour throughout year. One hour credit. Constructive problems suitable for the upper grades are planned in this course.—Miss Briggs.

VOCAL MUSIC

The music work of the Fairmont Normal School is designated to accomplish three purposes. Through study and interpretation of carefully selected music, vocal and instrumental, a love and appreciation for music is developed within the souls of students. By means of the Victrola, selections from great choruses and operas are studied and used also as the center for the interpretation of the choruses and operas. By the same means, also, the great instrumental and voice selections are produced as interpreted by the world's great performers. This is a very fruital and efficient method for establishing standards of music and standards of musical interpretation.

Much attentio nis given to chorus work. This affords opportunity to express the self musically through the best compositions, which very much broadens musical feeling and judgment. So well has this work been done that it can be truthfully said that the students of the Fairmont Normal School enjoy music when interpreted for them, or when they have an opportunity to interpret for themselves.

Music 1—ELEMENTARY MUSIC.

Required of Normal and Short Course students who have not had a sufficient amount of music before entering the Normal. Two hours throughout year. Two hours' credit. This includes instruction in the rudiments of vocal music, and is intended for those students who cannot read music, or who have not studied it. Drills are given in rote singing and practice in reading simple music, as a preparation for more advanced work.—Miss Schroeder.

Music 2—MUSIC METHODS.

Required of standard Normal Juniorh. Same as Education 11. Two hours throughout year. Two hours' credit. This course pre-

supposes Music 1 or its equivalent. It is designed to prepare students for teaching music in the public schools. The work is taken up by brades; plans and song material are given an opportunity for practice teaching is provided.—Miss Schroeder.

Music 3—CHORUS WORK.

Open to all students. One hour, throughout year. No credit. —Miss Schroeder.

DEPARTMENT OF MUSIC

For the benefit of those who desire to specialize in instrumental and vocal music, the Normal School provides opportunities for private lessons, for which an additional charge is made. The instruction in training is given by Miss Harriett Shroeder. This is not in any sense an integral part of the Normal course. It is supported by the Normal only that Normal students may have a convenient means of securing special work in music.

The following outline will indicate the character of the work offered i nthis Department.

Voice.—True cultivation of the voice consists in the development of pure tone, and it is easy natural use and control in singing.

Correct use of the breath on the technical side is emphasized.

The appreciation and interpretation of the best masters is the end in vied.

Piano.—The course of study in this department includes:

1. Technical exercises which are intenden to give control of the muscles of fingers, hands and arms, making them responsive to the commands of the will.

II. Etudes by the best teachers and composers, designed to rorm a connecting link between purely technical work and the higher forms of musical expression.

III. Compositions by the best writers of all periods.

Harmony.—Every student of music should have some knowledge of the rudiments of harmony. This study is designed to give a foundation which is indispensable to the higher development of the musical mind.

Ear Training.—This course treats of the relations of tones to each other. The ear is quickened to distinguish intervals, chords, modlations and progressions.

Private recitals will be frequently given by students, to which all members of the school will be admitted. Public recitals which are designed to give the students experience in public performance will occur several times a year.

Tuition. The tuition for a quarter (10 weeks) is

Piano	$10.00
Singing	10.00
Harmony (Class of 3 or more)	3.50

EXTENSION DEPARTMENT

In addition to the three courses of study the Normal School supports an Extension Department. This has two principal purposes: To assist those who cannot enter school, especially teachers, to continue their studies out of school; and to help improve educational conditions throughout the northern part of West Virginia. A number of diuerent kinds of extension activities are carried on, among which are the following:

1. Extension classes are organized among teachers and others who may be interested, and conducted by different members of the faculty. Permission is also granted groups of students at a distance from the Normal School to form classes with a local leader as instructor. Students doing this kind of work are regularly enrolled and given credit for the actual amount of work done.

2. Persons who are unable to enroll at the school may take correspondence work. This work is in charge of different members of the faculty and students and teachers may take it with profit.

3. Members of the faculty of the Normal School, as far as possible, will accept invitations to assist in educational meetings and district institutes, and they are also available for commencement addresses. School superintendents and Boards of Education are requested to write our Extension Department when they need the services of our faculty.

4. Lecture Courses and entertainments are provided by the institution for the towns and school districts within its erritory. Hhese consists of lectures by members of the faculty, story-telling hours, readings, and musical programs. Plans have also been made to organize and direct play festivals.

5. The school will furnish judges for agricultural fairs and other similar exhibitions.

6. Bulletins of educational interest are occasionally published.

7. Information will be given on matters pertaining to the erection of school buildings, the purchasing of libraries, and the organization of schools. The Normal School, through its faculty, will be glad to serve the public schools in an advisory capacity.

8. A Teachers' Employment Bureau is maintained for the purpose of securing positions for the graduates of the Normal School and for other teachers who may desire to enroll with the bureau. The institution finds that it can render a distinct service to teachers, superintendents and boards of education, through this bureau. All persons interested are requested to make use of it.

The Extension Department publishes a brief circular desiriptive of its work. Those interested should write for the circular. All commnnications should be addressed to Walter Barnes, Head of the ertension Department.

POST GRADUATE STUDENTS

NAME	POST OFFICE	COUNTY	SS.	1st.	2nd.	SP.
Ethel Vivian Lee	Fairmont	Marion			*	*
Mary Louise Stoekly	Iron Mountain	Dickinson, Mich.			*	

STANDARD NORMAL CLASS

NAME	POST OFFICE	COUNTY	SS.	1st.	2nd	SP.
Zelma Grayce Amos	Fairview	Marion		*	*	
Shelagh H. B. Baker	Monongah	Marion		*	*	
Erma Jane Barr	Parkersburg	Wood		*		
Mildred Boggess	Parkersburg	Wood	*	*		
Sara Louise Burns	Fairmont	Marion		*		
Cora Edith Clovis	St. Marys	Pleasants		*	*	
Willoughby Marie Copen-						
Willoughby Marie Copen-						
haven	Wallace	Harrison		*	*	
Margaret Cowan	Fairview	Marion		*		
Mary Eunice Creighton	Fairmont	Marion	*	*	*	
Anna Lois Davisson	Fairmont	Marion		*	*	
Lottie Jane Douglas	Smithton	Doddridge		*	*	
Martha Susanna Frum	Fairmont	Marion		*	*	
Lucy C. Fortney	Shinnston	Harrison	*			
Marriet Ruth Galliher	Independence	Preston		*	*	
Dorothea Giles	Fairmont	Marion	*			*
Mary Irene Gilleland	Fairview	Marion	*			*
Lydia Candace Hall	Lost Creek	Harrison		*	*	
Ruby Rex Haugh	Mannington	Marion	*			*
Carrie Alma Hawkins	Fairmont	Marion		*	*	
Flossie Brownlee Heck	Fairmont	Marion				*
Neva Ice Hill	Fairmont	Marion		*		
Florence Hogue	Fairview	Marion				*
Cora E. Howard	Hundred	Marion	*	*	*	
Lillian Opal Johnston	Mannington	Marion	*	*		*
Pearl Laird	Shinnston	Harrison	*			
Kate Underwood Leaman	Fairview	Marion	*			*
Mildred Elizabeth Mapel	Fairmont	Marion		*	*	
Helen Katherine Manley	Monongah	Marion	*			*
Velma Mayne	Enterprise	Harrison	*			*
Otis H. Milam	Barrakoville	Marion				*
Virginia Moore	Flatwoods	Braxton				*
Sara Blanche MacMillan	Clarksburg	Harrison		*	*	
Nettie Emma Morgan	Fairmont	Marion		*	*	
Maree Morris	Fairmont	Marion	*	*	*	
Grace Powell	Blacksville	Monongalia		*	*	
Estelle E. Randall	Shinnston	Harrison		*	*	
Pauline Moore Reed	Fairmont	Marion		*	*	
Lucy Rex	Broomfield	Marion	*	*		*

NAME	POST OFFICE	COUNTY	SS.	1st.	2nd.	SP.
Edith Marie Rice	Fairview	Marion			*	*	
Helen Roge's	Moundsville	Marshall			*		
Eva B. Romine	Clarksburg	Harrison		*	*	*	
J. W. Santee	Mannington	Marion					*
Bess H. Sackman	Belmont	Pleasants		*	*	*	
Ethel Anna Swartz	Gormania	Grant			*	*	
Phyllis Forest Shriver	Fairmont	Marion			*	*	
Ida F. Smith	Fairmont	Marion			*		
Willa Leona Stephenson	Weston	Lewis		*	*	*	
Sylvia May Swisher	Monongah	Marion			*	*	
Edna Virginia Marleton	Watson	Marion			*	*	
Willa VanGilder	Fairmont	Marion					*
Agnes Weigand	Millwood	Jackson		*	*	*	
Ruth Augusta Wood	Morgantown	Monongalia		*			
Total for Year			19	36	29	15	

SENIOR SHORT COURSE CLASS

Corrine Bartlett	Barrackville	Marion			*	*	
Daisy Edna Bennett	Clarksburg	Harrison			*		
Mae Bennett	Duffy	Lewis		*	*	*	
Olive Viggie Brinkley	Clarksburg	Harrison			*	*	
Elaine Calhoun	Franklin	Pendleton			*	*	
Gerald Hugh Carpenter	Fairview	Marion			*	*	
Virginia Clayton	Rivesville	Marion			*	*	
Frederick Walter Cox	Fairmont	Marion			*	*	
Marguerite Dice	Franklin	Pendleton			*	*	
Marguerite Dice	Franklin	Pendleton			*	*	
Harlen Lester Duncan	Mannington	Marion			*	*	
Pearl L. Fankhauser	Parsons	Tucker				*	
Vivian B. Flowers	Fairview	Marion			*		*
Fannie Gardner	Cowen	Webster		*	*		
Gladys Hayhurst	Pennsboro	Ritchie			*	*	
Agatha M. Kitts	Cowen	Webster		*	*		
Marianna Virginia Kramer	Fairmont	Marion			*	*	
Mamie Ruth Lough	Franklin	Pendleton			*	*	
Lucy Martin	Gypsy	Harrison			*	*	
Hanna Reva Matheny	Baxter	Marion			*	*	
Lena Pearl Mercer	Mannington	Marion			*	*	
Eva Michaels	Mannington	Marion			*	*	
Willa Madge Michael	Fairview	Marion			*	*	
Wanda Nita Morgan	Porters Falls	Wetzel			*	*	
Frankie Grace Mundell	Lost Creek	Harrison		*	*	*	
Mable Virginia Murphy	Clarksburg	Marion			*	*	
Golda Parrish	Fairview	Marion			*	*	
Edna Jane Parrish	Fairview	Marion			*	*	
Hazel Reed	Mannington	Marion			*	*	
Laurene Ruddle	Franklin	Pendleton			*	*	
Blanche Sands	Pine Grove	Wetzel			*	*	

NAME	POST OFFICE	COUNTY	SS.	1st.	2nd.	SP.
Gladys Scrannage	Grafton	Taylor			*	*
Kathleen Shaver	Monongah	Marion			*	*
Pearl B. Shawhan	Hepzibah	Harrison			*	*
Pearl Smith	Grafton	Taylor			*	*
Anna Louise Snider	Fairmont	Marion			*	*
Eva Marie Thompson	Shinnston	Harrison			*	*
Dora Mae Toothman	Baxter	Marion			*	*
Anna Jane Underwood	Fairview	Marion			*	*
Lulu Ethyl Walker	Cameron	Marshall			*	*
Ruby Williams	Fairmont	Marion			*	
Total			4	39	30	2

ACADEMIC CLASS

Bessie E. Ammons	Mannington	Marion			*	*
Rhea Grace Cunningham	Wheeling	Ohio			*	*
Georgia E. Dye	Mineral Wells	Wood			*	*
Henry Ferguson	Waynesboro	Augusta, Va.			*	*
Edith Hite	Fairmont	Marion			*	*
Madeline Ingle	Mannington	Marion		*	*	*
Phyllis Kidder Lott	Jenkins	Letchern, Ky.			*	*
Roland S. Richardson	Farmington	Marion			*	*
Mary Ruth Shouth	Hundred	Wetzel			*	*
Edna Lee Shough	Hundred	Marion			*	*
Gladys Marian Watkins	Hoult	Marion		*	*	*
William Welch	Fairmont	Marion		*	*	*
Total for Year				3	12	12

JUNIOR NORMAL CLASS

John W. D. Annons	Mannington	Marion			*	*
Anna Mildred Arnett	Rivesville	Marion			*	*
Cleo Kenneth Arnett	Fairmont	Marion				
George S. Boehm	Fairmont	Marion			*	
Naomi Pearl Brand	Mannington	Marion			*	*
Martha Helen Byer	Fairmont	Marion			*	*
Mildred Chase	Fairmont	Marion				*
Allene Clelland	Benton's Ferry	Marion		*		*
Arley Mary Clovis	Burton	Wetzel				*
Leslie L. Cook	Alton	Upshur				*
Anna Crowford	Beverly	Randolph		*	*	
Orin D. Curtis	Barrackville	Marion				*
Flossie V. O. Dddy	Fairview	Marion			*	
Ruth Feathers	Fairmont	Marion			*	*
William Lynn Fortney	Fairmont	Marion			*	*
Mary Elizabeth Frum	Fairmont	Marion			*	*
Jessie Fuller	Fairmont	Marion			*	*
Zara Lenore Garrett	Hastings	Wetzel			*	*
Susan Gibson	Gregory	Braxton		*		*
Dora Gifford	Lost Creek	Harrison			*	*

NAME	POST OFFICE	COUNTY	SS.	1st.	2nd.	SP.
Marguerite Gilhardt	Fairmont	Marion		*	*	
Lulu May Goode	Fairmont	Marion		*	*	
Herbert Hamilton	Fairmont	Marion		*		
Lulu Hamrick	Rivesville	Marion		*	*	
Edna Ellis Harden	Fairmont	Marion		*	*	
Milton Harrison	Fairmont	Marion			*	
Josie Hawkins	Fairmont	Marion		*		
Nellie Hawkins	Fairmont	Marion		*	*	
Nettie Maud Hawkins	Rivesville	Marion		*	*	
Paul Raymond	Fairmont	Marion		*		
Mary Louise Hennen	Fairmont	Marion		*		
Edythe M. Hess	Worthington	Marion		*	*	
Margaret Ann Higginbotham	Shinnston	Harrison		*	*	
Victor O. Higgs	Fairmont	Marion		*	*	
Retha E. Jackson	Weston	Lewis		*	*	
Raymond Gordon Jones	Fairmont	Marion		*	*	
Ora Leona Kisner	Fairmont	Marion			*	*
James Farrell Knight	Fairmont	Marion		*		
Raymond C. Lee	Middlebourne	Tyler				*
Lucille Parks Lough	Fairmont	Marion		*	*	
Harland B. Lough	Fairview	Marion		*		
Amelia Louise Martin	Shinnston	Harrison		*	*	
Myra Martin	Monongah	Marion		*	*	
Seba James Martin	Shinnston	Harrison			*	
Margaret Mabel Masters	Littleton	Wetzel		*	*	
George Hamilton Myers	Fairmont	Marion		*	*	
Clark Michael	Fairview	Marion		*	*	
Esther Mick	Clarksburg	Harrison				*
Ruth Eudora Morris	Enterprise	Harrison		*	*	
Ruth Musgrove	Fairmont	Marion	*	*	*	
Erra Noland	Davis	Tucker		*		
Velda Noland	Davis	Tucker		*	*	
Ruth Virginia Curs	Fairmont	Marion	*		*	
Gladys Dorcas Piggott	Worthington	Marion		*	*	
Iona Faye Potter	Baxter	Marion		*	*	
Louise Grace Price	Mannington	Marion	*	*	*	
Gordon Meade Price	Fairmont	Marion		*		
Eupha May Prunty	Fairmont	Marion		*	*	
Ella Virginia Renner	Hundred	Wetzel		*	*	
Ruth Ross	Fairmont	Marion		*	*	
Hugh Benjamin Shawhan	Hepzibah	Harrison	*		*	
W. Gay Shuman	Fairview	Marion		*		
Paul Smith	Fairmont	Marion		*	*	
Martha Gladys Snyer	Morgantown	Monongalia		*	*	
Eva May Springer	Fairmont	Marion		*	*	
Mary Irene Stanhagen	Fairmont	Marion		*	*	
Mary Iola Stewart	Fairmont	Marion		*	*	
Mary Magdeline Sturm	Enterprise	Harrison		*	*	

Erma Mae Talkington	Hundred	Wetzel		*		*
Irene Ella Vincent	Raywood	Harrison		*	*	*
Crystal Vista Watson	Metz	Marion				*
Elizabeth Dorothy Whitlock	Elkins	Randolph			*	*
Margaret Nellie Wise	Fairmont	Marion		*		
Letetia Hood Bothwell	Lowesville	Monongalia		*	*	
Charles C. Durrett	Kingmont	Marion		*	*	
Madge Dye	Hundred	Wetzel		*	*	
Patrick J. Fahey	Fink	Lewis	*	*	*	
Louis M. Giffin	Fairmont	Marion	*	*	*	
Dessie Goodwin	Fairmont	Marion		*	*	
Minta E. Lambert	Grafton	Taylor				*
Irene Millan	Worthington	Marion		*	*	
Nellie Rosencrance	Beverly	Roandolph	*			*
McKinley Shaw	Colfax	Marion		*	*	
Marguerite Stanley	Fairmont	Marion	*			*
Marjorie Stanley	Fairmont	Marion	*			*
Arban C. Tarleton	Watson	Marion		*	*	
Total for Year			5	9	9	4

SOPHOMORE ACADEMIC CLASS 1919-1920

Marcus B. Allen	Center Poit	Doddridge		*	*	
Bessie Chalfant	Pike	Ritchie				*
Alta E. Clovis	Burton	Monongalia				*
Edna V. Cornwell	Moatsville	Barbour				*
L. Guy Currence	Bulltown	Braxton		*	*	
Daniel H. Davis	Pullman	Ritchie		*	*	
Hattie Davis	Mammond	Marion	*			*
Ruth Douglas	Lost Creek	Harrison				*
Elva Merle Dunham	Bridgeport	Taylor	*	*	*	
Ella Fletcher	Cameron	Marshall				*
Margery Funk	Fairmont	Marion		*	*	
Agnes Golden	Petroleum	Ritchie				*
Margaret Goldin	Petroleum	Ritchie				*
Amma Halstead	Bays	Braxton				*
Jennie Halstead	Bays	Braxton				*
Harry Hamilton	Fairmont	Marion		*		
Bessie Hashman	Progress	Gilmer				*
Mary Hayhurst	Fairmont	Marion				*
Ross Leonard	Albright	Preston			*	
David Lindsay	Mingo	Randolph				*
Adam McQuain	Orlando	Lewis				*
Iva Moore	Montrose	Randolph				*
Linnie Moore	Montrose	Randolph	*			*

NAME	POST OFFICE	COUNTY	SS.	1st.	2nd.	SP.
Iva Pearl Nicely	Williamsburg	Greenbrier				*
Blake Piggott	Enterprise	Harrison		*		
Okela Ramsburg	Elkins	Randolph				*
Herschel K. Rust	Fairmont	Marion		*	*	
Frances Say	Finch	Ritchie				*
Lenora Smith	Ripley	Jackson				*
Ruby Sinder	Big Springs	Calhoun				*
Galey Sprouse	Vadis	Lewis				*
James Thomas	Fairmont	Marion		*		
Tim William Vandegrift	Colfax	Marion	*			*
Denver Vandervender	Harman	Randolph				*
Eliza Webb	Salem	Harrison				*
Edna Wiant	Orlando	Lewis				*
Nellie Yoak	Grantsville	Calhoun				*
Total for Year			4	9	7	27

ENROLLMENT BY COUNTIES

Marion	164	Wood	3
Harrison	44	Barbour	2
Wetzel	18	Calhoun	2
Lewis	10	Ohio	2
Monongalia	9	Pleasants	2
Braxton	8	Roane	2
Preston	8	Fayette	1
Randolph	8	Gilmer	1
Ritchie	6	Grant	1
Tyler	6	Greenbrier	1
Pendleton	4	Upshur	1
Taylor	4	Kentucky	1
Webster	4	Maryland	1
Doddridge	3	Michigan	1
Jackson	3	Virginia	1
Marshall	3		
Mineral	3	Total	339
Tucker	3		

ENROLLMENT BY CLASSES FOR YEAR 1919-1920

	BOYS	GIRLS	TOTAL
Senior Normal	2	50	52
Junior Normal	20	54	74
Senior Short Course	3	37	40
Senior Academic	3	9	12
Junior Academic	5	8	13

Sophomore Academic	13	24	37
Post Graduate Students		2	2
Summer School	9	129	138
	55	313	368
Counted twice	5	33	38
Total for Year	50	280	330
Extension students	58	144	202
	108	424	532
Counted twice	5	7	12
Grand Total for Year	103	417	520

EXTENSION STUDENTS FOR YEAR 1919-1920

NAME	POST OFFICE	COUNTY
Luvenia Allen	Hundred	Wetzel
Nellie Ammons	Rice's Landing, Pa.	
Asa Anderson	Hundred	Wetzel
W. O. Armstrong	Fairmont	Marion
Mrs. W. O. Armstrong	Fairmont	Marion
Veda Arnett	Mannington	Marion
Delphia Ashburn	West Union	Doddridge
Orpha Ashburn	West Union	Doddridge
Mildred Atkins	Fairmont	Marion
Caroline W. Barns	Fairmont	Marion
C. W. Baldwin	Pennsboro	Ritchie
Clarence C. Batson	Hundred	Wetzel
Margaret Bebout	Grafton	Taylor
Arna Bing	Fairmont	Marion
Oscar Hugh Brand	Mannington	Marion
Stella Elliot Brown	Bridgeport	Harrison
Flossie B. Brownlee	Fairmont	Marion
Eunice Byer	Fairmont	Marion
Minnie Byers	Grafton	Taylor
Harry G. Carney	Lumberport	Harrison
Glenna Carper	Churchville, Va.	
Marie Cassell	Grafton	Taylor
Odessa Chenoweth	Grantsville	Calhoun
Hazel Clark	Columbus, Ohio	
Leslie L. Cook	Alton	Lewis
Mrs. George Cooley	Athens, Ohio	
Berta Cross	Know Fork	Wetzel
Roy Curtis	West Alexander, Pa.	

Henry W. Dougherty	Mannington	Marion
Bertha E. Dilgard	Fairmont	Marion
Guy Doub	Clarksburg	Harrison
J. M. Downs	Farmington	Marion
Mildred A. F. Dunn	Clarksburg	Harrison
Grace I. Duthie	Clarksburg	Harrison
Mary Ethel Eliason	Fairmont	Marion
Victor E. G. Emery	West Union	Doddridge
Lulu Evans	Grafton	Taylor
Freda Feather	Fairmont	Marion
Mae Feather	Fairmont	Marion
U. G. Floyd	Mannington	Marion
C. E. Flynn	Arbovale	
Esther Fogle	Hundred	Wetzel
O. Rex Ford	Salem	Harrison
Hattie E. Forman	Grafton	Taylor
Mary Frasier	Lumberport	Harrison
Frances Frost	Williamston, Mich.	
Ethel Mary Fryer	Clarksburg	Harrison
Louanna C. Furbee	Clarksburg	Harrison
Catherine H. Gaskin	Monongah	Marion
Mae Gibbins	Hundred	Wetzel
Susan Gibson	Gregory	Braxton
Dorthea Giles	Fairmont	Marion
Alice Gilpin	Clarksburg	Harrison
Ada Goff	Goffs	Ritchie
Alice Goodwin	Clarksburg	Harrison
M. Elizabeth Gordon	Clarksburg	Harrison
Cleo Margaret Gray	Pennsboro	Ritchie
Elizabeth Grimes	Ravenswood	Jackson
Josephine Haggerty	Farmington	Marion
Margaret C. Hall	Harrisville	Ritchie
Mrs. Hamilton	Pennsboro	Ritchie
A. T. Harrah	Farmington	Marion
Wilbur S. Hart	Haygood	Harrison
Gladys Heater	Burnsville	Braxton
Genevieve Hennen	Metz	Marion
Erma Henry	Fairmont	Marion
Lucile Henry	Fairmont	Marion
J. W. Hicks	Grafton	Taylor
Ida M. Higley	Clarksburg	Harrison
P. S. Hinkle	Grafton	Taylor
Stella Hoff	Spencer	Roane
Mary S. H. Howard	Clarksburg	Harrison
Florence Jaco	Grafton	Taylor
Mattie Jaco	Grafton	Taylor
Bertha Jennings	Pennsboro	Ritchie
Bertha Jennings	Pennsboro	Ritchie
Charity Johnson	Bridgeport	Harrison

NAME	POST OFFICE	COUNTY
Howard H. Jones	West Union	Doddridge
Gertrude E. Kiger	Morgantown	Monongalia
Elsie King	Fairmont	Marion
Elsie E. King	Sistersville	Tyler
Rebecca Knight	Clarksburg	Harrison
Eathel M. Langfitt	West Union	Doddridge
Walter Leach	Grafton	Taylor
Mabel Lee	West Milford	Harrison
Raymond Lee	Middlebourne	Tyler
Louise Leonard	Fairmont	Marion
Myrtle MacDannald	Pennsboro	Ritchie
Helen K. Manley	Monongah	Marion
Neal Martin	Shinnston	Harrison
W. R. Matheny	Mannington	Marion
Lena McBee	Fairmont	Marion
J. H. McCarty	Jane Lew	Lewis
Pearl McDaniel	Grafton	Taylor
Ora McDougal	Pennsboro	Ritchie
Bonnie McMaster	Hundred	Wetzel
Hazel M. Mercer	Bowling Green, Ohio	
Minnie A. Metz	Mannington	Marion
Otis Milam	Persinger	Nicholas
Grace A. Miller	Grafton	Taylor
Ruth Miller	Kearneysville	Jefferson
Leslie F. Mills	Mannington	Marion
Estelle Monroe	Pennsboro	Ritchie
Beryl Morgan	Fairmont	Marion
H. L. Morrison	Hundred	Wetzel
L. F. Morrison	Morgantown	Monongalia
Belle V. Morton	Cowen	Webster
J. K. Musser	Clarksburg	Harrison
W. L. Naylor	Grafton	Taylor
Jessie Neptune	Barrackville	Marion
Bessie I. Nutter	West Union	Doddridge
Ida Agnes Orr	Fairmont	Marion
Laura Pell	Fairmont	Marion
Sara Agnes Pew	Pennsboro	Ritchie
H. W. Piggott	Grafton	Taylor
Zella Poling	Parsons	Tucker
Pearl Post	Belington	Barbour
Leila M. Powell	Buckhannon	Upshur
Helen Pownall	Grafton	Taylor
Bessie Lee Preston	Fairmont	Marion
Ocea Prichard	Fairmont	Marion
Evelyn Prickett	Fairmont	Marion
C. Floyd Prickett	Barracksville	Marion
H. M. Queen	Grafton	Taylor
Beppie Radcliffe	Mt. Clare	Harrison

NAME	POST OFFICE	COUNTY
G. D. Ramsey	Pennsboro	Ritchie
Lila C. Recter	Grafton	Taylor
Mary Renner	Hundred	Wetzel
Edna B. Richmond	Hundred	Wetzel
Jean Ridenour	Farmington	Marion
Ruby Rex	Broomfield	Marion
R. S. Ridenour	Farmington	Marion
Jessie Rdigway	Barrackville	Marion
Odgar R. Roberts	Littleton	Wetzel
Esther Robey	Fairmont	Marion
Mrs. Jed W. Robinson	Grafton	Taylor
Virginia Robinson	Monongah	Marion
H. D. Rohr	Grafton	Taylor
Mary Romano	Fairmont	Marion
Nellie Rosencrance	Beverly	Randolph
Ada Devine Rush	Parkersburg	Wood
J. W. Santee	Mannington	Marion
Lucy L. Sapp	Clarksburg	Harrison
Mary Sarsfield	Fairmont	Marion
V. Marie Scott	Fairmont	Marion
Ruth See	Elkins	Randolph
Fleda Shanks	Mannington	Marion
A. B. Sharps	Lumberport	Harrison
Josephine Sheets	Clarksburg	Harrison
H. A. Shutts	Sherman	Jackson
Creed Sylvanus Simons	Lumberport	Harrison
Camden A. Sims	Farmington	Marion
E. B. Sims	West Union	Doddridge
Jessie J. Sims	Farmington	Marion
Dawn Smith	Fairmont	Marion
Jessie N. Snider	Fairmont	Marion
Klayde Spaur	Grafton	Taylor
Emma L. Speir	Clarksburg	Harrison
Albert G. Springer	West Union	Doddridge
S. L. Starkey	Ravenswood	Jackson
A. B. Stenger	Grafton	Taylor
Edna Stevens	Metz	Marion
Rebecca Stiles	Hundred	Wetzel
Leland F. Strader	Crawford	Lewis
Naomi Straight	Fairmont	Marion
Mary Strickler	New Castle, Pa.	
Mrs. F. E. Strickling	West Union	Doddridge
Goffe H. Sturm	Mannington	Marion
S. Ottis Swan	Grafton	Taylor
Ira Taylor	Pennsboro	Ritchie
Beatrice Tennant	Barrackville	Marion
A. L. Thomas	Mannington	Marion
Pearl Thomas	Grafton	Taylor

NAME	POST OFFICE	COUNTY
Ruth Thomas	Mannington	Marion
R. L. Underwood	Clarksburg	Harrison
Ada Wagner	Grafton	Taylor
Olive Wallace	Fairmont	Marion
Ina M. Warder	Grafton	Taylor
Daisy Watkins	Fairmont	Marion
G. Minette Watkins	Grafton	Taylor
George Watson	Fairmont	Marion
Mabel Watson	Terra Alta	Preston
Mary G. Weekley	Harrisville	Ritchie
Louise Weis	Culpeper, Va.	
Mrs. Orlandus West	Clarksburg	Harrison
Fenton T. West	Spencer	Roane
Ona West	Spencer	Roane
Agnes S. Whipley	Deep Valley	Greene
Ada M. White	Grafton	Taylor
Florence H. White	Grafton	Taylor
Grace White	Grafton	Taylor
Lillie A. White	Volga	Barbour
Inez Watkins	Independence	Preston
Florence H. Wilkinson	Grafton	Taylor
Guy C. Wilson	Clarksburg	Harrison
Lelia Withers	Grafton	Taylor
H. M. Wolverton	Clarksburg	Harrison
Mrs. Mary Woodell	Pennsboro	Ritchie
Jane Yost	Fairmont	Marion
Willa Van Gilder	Fairmont	Marion
Edwin Zinn	Shinnston	Harrison
George Hiner Zinn	Huttonsville	Randolph

SUMMER SCHOOL 1919.

NAME	POST OFFICE	COUNTY
Buelah Ash	Mannington	Marion
Veda Arnett	Mannington	Marion
Mary F. Athey	Piedmont	Mineral
Flo Atha	Mannington	Marion
Irene Barnes	Fairmont	Marion
F. Christine Bartlett	Shinnston	Harrison
Lucille N. Bartlett	Fairmont	Marion
Mae Bennet	Duffy	Lewis
Gertrude Lenore Berry	Wyatt	Harrison
Lillian P. Bobbitt	Cowen	Webste
Mabel H. Bobbi	Cowen	Websterr
Mildred O. Bogges	Parkersburg	Lewis
Zelda Bown	Tunnelton	Preston

Dove D. Burr	Fairmont	Marion
Mary E. Bye	Ridgely	Mineral
Marie C. Caldara	Fairmont	Marion
Ruth E. Ca	Wheeling	Ohio
Hooalce Opal Coffman	Brown	Harrison
Allene Clelland	Benton's Ferry	Marion
Edna L. Clovis	Burton	Wetzel
Charles H. Conway	Morgantown	Monongalia
Nelle E. Core	Sistersville	Tyler
Anna L. Crawford	Beverly	Randolph
Mary E. Crighton	Fairmont	Marion
Velma L. Danser	Tunnelton	Preston
Hattie Davis	Hammond	Marion
Ruth Douglas	Lost Creek	Harrison
Georgia P. Douglas	Lost Creek	Harrison
Elva M. Dunham	Bridgeport	Taylor
ewis$eather	Fairmont	Marion
Maea Feather	Fairmont	Marion
Fred Findley	Gem	Braxton
Lillian M. Fisk	Sistersville	Tyler
Audra E. Fisk	Sistersville	Tyler
Elizabeth Ford	Fairmont	Marion
Lucy C. Fortney	Shinnston	Harrison
Ruth Friedman	Fairmont	Marion
Fannie H. Gardner	Cowen	Webster
Patricia M. Gibbons	Hundred	Wetzel
Beatrice Gibson	Faltwoods	Braxton
Susan Gibson	Gregory	Braxton
Louise M. Griffin	Fairmont	Marion
Dorothea Giles	Fairmont	Marion
Mary Irene Gilleland	Fairview	Marion
Josephine Hagerty	Farmington	Marion
Willa L. Hamilton	Fairmont	Marion
Josie Hartmann	New Martinsville	Wetzel
Edith Hartmann	Fairmont	Marion
Katherine Harvey	Shinnston	Harrison
Virginia R. Hawkins	Fairmont	Marion
Jessie C. Hoover	Hoover	Braxton
Anna S. Howard	Baxter	Marion
Cora E. Howard	Hundred	Wetzel
Lillian Hubbard	Sistersville	Tyler
Clarence T. Hyatt	West Union	Doddridge
Ethelyn N. Ice	Fairmont	Marion
Madeline Ingle	Mannington	Marion
Dale Johnston	Shinnston	Harrison
Ida Johnston	Kasson	Barbour
Lillian Johnston	Mannington	Marion
Ruby Jones	Grafton	Taylor
Belva G. Judge	Pine Grove	Wetzel
Bula Kennedy	Clarksburg	Harrison

Mary King	Weston	Lewis
Agatha M. Kitts	Cowen	Webster
Rebecca J. Knight	Mt. Clare	Harrison
Pearl Laird	Shinnston	Harrison
Florence E. Lambert	Hepzibah	Harrison
Kate U. Leaman	Fairmont	Marion
Marjorie F. Lynn	Benton's Ferry	Marion
Helen K. Manley	Monongah	Marion
Arthalie Jane Matthew	Independence	Preston
Velam Mayne	Enterprise	Harrison
Isabelle F. McKinney	Fairmont	Marion
Fay Mead	Mannington	Marion
Mildred A. Mederith	Fairmont	Marion
Maude V. Merrifield	Fairmont	Marion
Ella Moore	Fairview	Monongalia
Claddie Moore	Mannington	Marion
Linnie Moore	Montrose	Randolph
Marie Morris	Fairmont	Marion
Naomie Morris	Fairmont	Marion
Frankie G. Mundell	Lost Creek	Harrison
Eleanor R. Musgrove	Fairmont	Marion
Mrs. E. M. Musgrove	Fairmont	Marion
Dulcie A. Nichols	Manayka	Harison
Isabelle Nine	Kitzmiller, Maryland	
Anna O'Dea	Littleton	Wetzel
Ruth V. Ours	Fairmont	Marion
Katherine Parsons	Terra Alta	Preston
Louisa G. Price	Mannington	Marion
Ruby Rex	Broomfield	Marion
Lucy Rex	Broomfield	Marion
Mabel G. Robey	Lumberport	Harrison
Flora R. Robey	Shinnston	Harrison
Eva B. Romine	Clarksburg	Harrison
Nellie Rosencrance	Beverly	Randolph
Joseph V. Rawley	Shinnston	Harrison
W. E. Rush	Hundred	Wetzel
Irma S. Sapper	Fairmont	Marion
Anna Shoppert	Piedmont	Mineral
Bess H. Seckman	Delmont	Pleasants
Sadie Shaw	Colfax	Marion
Margaret Showalter	Hundred	Wetzel
Helen M. Shuttlesworth	Clarksburg	Harrison
Alicia E. Singleton	Clarksburg	Harrison
William C. Snail	Fairmont	Marion
Gladys M. Smith	Sistersville	Tyler
Alta Smith	Fairmont	Marion
Erma M. Snyder	Ravenswood	Jackson
Margaret Stanley	Benton's Ferry	Marion
Marjorie Stanley	Benton's Ferry	Marion

Lenore Straight	Fairmont	Marion
Mellie Straight	Fairmont	Marion
W. Odis Stalnaker	Horner	Lewis
Willa L. Stephenson	Weston	Lewis
Sara A. Stephenson	Weston	Lewis
Lottie Stockert	Landisburg	Fayette
Ora Talkington	Barrackville	Marion
Ruth Thomas	Mannington	Marion
Dorothy G. Thorn	Rivesville	Marion
Mrs. Homer C. Toothman	Fairmont	Marion
Ethel Toothman	Fairmont	Marion
Tim William Vandegrift	Colfax	Marion
Gladys M. Watkins	Hoult	Marion
Hildred M. Weeter	Shinnston	Harrison
Dorothy Weeter	Shinnston	Harrison
Agnes B. Weigand	Millwood	Jackson
William H. Welch	Fairmont	Marion
Ona West	Spencer	Roane
Lucy West	Spencer	Roane
Jessie D. Whitehair	Terra Alta	Preston
Dollie Wilmoth	Fairmont	Marion
Mrs. Bertha Wilson	Fairmont	Marion
Ruth A. Wood	Morgantown	Monongalia
Edna V. Wright	Newburg	Preston
Nellie Yost	Metz	Marion

CATALOG

OF

FAIRMONT STATE NORMAL SCHOOL

For 1921-1922

FAIRMONT
W. VA.

CATALOG

OF

FAIRMONT STATE NORMAL SCHOOL

For 1921-1922

FAIRMONT
W. VA.

CATALOG

of

FAIRMONT STATE NORMAL SCHOOL

For 1920-1921

CALENDAR FOR 1920—21

First Semester opens September 13.
Christmas vacation begins December 16.
School resumes January 2.
First semester closes January 27.
Second semester opens January 30.
Spring vacation begins March 30.
Spring term opens April 3.
Commencement June 8.
Summer term opens June 13.

THE STATE BOARD OF CONTROL

403 Capitol Street.

Charleston, West Virginia.

James S. Lakin, President ..... Charleston, W. Va.

J. Walter Barnes, Treasurer ..... Charleston, W. Va.

E. B. Stephenson, Member ..... Charleston, W. Va.

Frank H. Kincheloe, Secretary.

The State Board of Control has the direction of the financial and business affairs of the State Educational Institutions.

THE STATE BOARD OF EDUCATION

State Capitol Building,

Charleston, West Virginia.

George M. Ford, President ..... Charleston, W. Va.
State Superintendent of Schools.

L. W. Burns, Vice President ..... Grafton, W. Va.

W. C. Cook ..... Welch, W. Va.

Howard M. Gore ..... Clarksburg, W. Va.

George S. Laidley ..... Charleston, W. Va.

Earle W. Oglebay ..... Wheeling, W. Va.

Mrs. Lena Lowe Yost ..... Morgantown, W. Va.

J. Frank Marsh, Secretary.

The State Board of Education has charge of all matters of a purely scholastic nature concerning the State Educational Institutions.

FACULTY 1920—1921

Joseph Rosier, A. M.
President of the Normal, Instructor in School Management and Supervision.

Walter Barnes, A. M.
Assistant to the President, Head of Extension Department and English Department, Instructor in Methods in English.

Francis Shreve, Ph. D.
Head of Education Department, Instructor in Psychology and History and Principles of Education.

E. L. Lively, A. M.
Director of Short Course, Instructor in Agriculture.

Jessie B. Ice,
Training School Supervisor.

Frank S. White, A. B.
Instructor in Short Course Education.

Morris K. Turner, Ph. D.
Head of History Department, Instructor in Methods in History.

Dorcas Prichard, A. M.
Dean of Women, Instructor in History.

Harold F. Rogers, A. M.
Instructor in Chemistry and Physics.

Laura F. Lewis, A. M.
Instructor in English.

Mrs. N. R. C. Morrow, A. M.
Instructor in English.

E. E. Mercer, A. B.
Instructor in English and Mathematics.

Ethel Ice, A. B.
Instructor in Modern Languages.

Virginia Gaskill,
Instructor in Domestic Science, Methods in Domestic Science

Violet Noland,
Instructor in Domestic Art, Methods in Domestic Art.

Laura Briggs,
Instructor in Drawing, Methods in Drawing.

Frances Dowd, A. B.
Instructor in Vocal Music, Methods in Music.

Rachel Toivenen,
Instructor in Physical Education, Methods in Physical Education.

Mrs. Emory F. McKinney,
Librarian.

Kathryn Beltzhoover,
Instructor in Piano and Organ.

Ina Barnes, A. M.
Instructor in Education, Summer School.

Lillian B. Compton, A. B.
Instructor in Education, Summer School

Homer Barnes, A. M.
Instructor in Education, Summer School.

Jane Conklin Ashcraft,
Secretary.

TRAINING SCHOOL FACULTY.

Evelyn Prickett, Principal.

Beryl Morgan, Eighth Grade.
Florence White, Seventh Grade.
Louise Leonard, Sixth Grade.
Carolyn Barns, Fifth Grade.
F. Willard Clayton, Fourth Grade.
Ida Agnes Orr, Third Grade.
Agnes Erwin, Second Grade.
Willa Leonard, First Grade.

FACULTY COMMITTES.

Classification and Grades.

Mr. Barnes Mr. Shreve Mr. Lively

Employment and Recommendation

President Rosier Mr. Barnes Miss Jessie Ice

Social

Miss Prichard Miss Ethel Ice Miss Toivenen

Library

Mr. Mercer Mr. Rogers Mr. Turner

Chapel

Mrs. Morrow Miss Dowd

CLASS OFFICERS.

Academic, Mr. Rogers

Senior Short Course, Mr. Lively

Junior Normal, Mr. Turner

Senior Normal, Mr. Shreve

GENERAL INFORMATION

Fairmont State Normal School exists to prepare teachers. More specifically, it exists to prepare teachers for the elementary schools of Central and Northern West Virginia. It is not in any sense a competitor with the high schools of the state or with colleges or professional institutions of the state; it has its own special field of endeavor and is satisfied to do the valuable work entrusted to it.

The Normal School graduates over a hundred teachers every year. It sends out, to twenty or more counties in this part of West Virginia, well-prepared and well- trained young men and women to teach in the cities, villages, and rural communities. Each one of these teachers influences twenty or thirty boys and girls every year, so that the work of the Normal School is affecting the educational conditions all over this section of the state. Undoubtedly, much of the progressive, modern, wholesome spirit observable in the schools, much of the improvement in teaching methods, much of the educational reform that has been sweeping over the central and northern counties of the state, has been due to the influence of Fairmont Normal. Having found a rich sphere of service, this Normal School is concentrating all its energies and powers on making its contribution as effective and large as possible, ignoring everything that would hamper it in the carrying out of this one policy.

The Normal School is always the pivotal point of a public school system. If the Normal School is ineffective, the entire school system suffers, directly and seriously. The preparation and training of teachers is therefore an absolute essential to the success of a system of public education. Fairmont Normal School clearly recognizes this fact, and is endeavoring to discharge the tremendous responsibilities committed to its charge. It is especially aware of the unusual conditions in education brought on by the Great War; the scarcity of teachers, new ideas of education, new duties thrown upon the public schools of America; and in attempting to give some assistance toward the solution of these vital problems Fairmont Normal feels that she is doing her share toward winning the war and preparing for the period of reconstruction after the war.

The Normal has fitted itself into the public school system of the state and articulates perfectly with all other parts of the system. It gives graduates of four-year high schools entrance without examinations or conditions or stip-

ulating what subjects they must have had; it sets up no arbitrary standards, it makes no attempts to influence in this way the curriculum of the public schools. It has a special one-year course for those who wish to teach in villages or the country; it encourages specialization in definite kinds of teaching; it provides special work in physical training, children's games, story-telling, music, drawing, agriculture, English, manual arts of various kinds—in fact, whenever it has been possible, the Normal has endeavored to prepare teachers in all the new subjects and for all the new duties as they have been made apparent. Whenever it is evident that a desirable change in the public school system has taken place or is about to take place, Fairmont Normal has done its utmost to adjust its work, its ideals, its traditions, to this change.

One of the ways in which Fairmont Normal is of a special service to the teaching profession is in its helpfulness to teachers already in service. There are always many teachers who cannot afford to attend school for an entire year at one time. Through its special Spring and Summer Terms and through its correspondence and extension classes, the Normal School comes to the aid of such teachers, making it possible for them to continue their academic and professional studies. Each year teachers in service graduate from the Normal School, the education obtained through experience in teaching being estimated liberally and counted toward graduation.

IDEALS AND SPIRIT OF THE SCHOOL.

Every educational institution develops, in the course of years, a distinctive and characteristic "school spirit." It is this, rather than the buildings or equipment or the faculty, which most clearly distinguishes one school from another and gives each school almost a personal individuality.

Fairmont Normal's school spirit is well-known; the unusual ideals and traditions of the school are almost immediately perceived by the new students or the visitor. The spirit is attractive and wholesome, and it accounts for the feeling of intense loyalty and devotion which students and graduates show for the school.

Very prominent in Fairmont Normal is the richness and fineness of the social life of the students. For years it has been the tradition that Fairmont Normal students should engage in many diversified social activities, that Fairmont Normalites be acquainted with the best usages and

trained in good breeding and the social arts. The authorities of the school believe that this is an important part of the education of any young man or woman, particularly of anyone preparing to teach. Parties, receptions, teas, picnics, formal and informal gatherings of various sorts are therefore recognized and encouraged as an essential feature in the life of Fairmont Normal—all of these, of course, being subject to the direction and supervision of the Dean of Women, and the Social Committee of the Faculty.

Another noticeable quality of the life at Fairmont Normal is the student freedom that prevails. The Faculty governs by suggestion and advice rather than by rules and strict regulations, thus throwing the responsibility for conduct largely upon the students themselves. Visitors to the Normal School are always impressed by the lack of friction, by the absence of visible authority, by the fact that the school seems to "run itself."

As a result of this liberality and freedom from imposed discipline, there has not been a serious case of bad-conduct or severe punishment at the Normal for several years. The authorities of the school believe that by thus giving the students more freedom of self-government and by placing more and more responsibility upon them as they show themselves worthy of it, they will be the better prepared for assuming the duties of teaching and the better prepared to accept responsibility and to display initiative.

A third feature of the school life at Fairmont Normal is the fine quality of the studentship. Hard, earnest, serious work is expected and exacted of the students. Those who are not willing to work diligently in the class room and in the many student activities and organizations, are not invited to attend Fairmont Normal. The life of the average student at this institution is a very busy one; that is one of the traditions of the school, it is a part of the school spirit.

Finally, as Fairmont Normal is a teachers' school, the "atmosphere" is distinctly professional. "Teaching" is the subject most talked about throughout the school; the ambitions and hopes of every student center in teaching, it is the common goal of all. In consequence, there is a unanimity of purpose and effort, a singleness of aim that inspires all who attend the school and gives them zeal and enthusiasm for teaching.

All this makes Fairmont State Normal School a most excellent place for living a full, rich, happy, busy life and securing inspiration and in preparing to enter upon one of life's most important vocations; teaching.

HISTORY.

Provisions for the establishment of the Fairmont State Normal School were made by the State Legislature of 1867, and an appropriation was provided for the inauguration of the work of the school. In the Act providing for the school, its purpose was declared to be that of educating and training teachers in the improved methods of instruction and discipline that would be of the best service to the common schools of the State. For more than fifty years the Normal School has striven to carry forward the purpose of its founders. Hundreds of young men and women have been enrolled as students, and have felt the influence of the instruction which has been given, and hundreds have been graduated and are engaged in the different vocations of the State, exerting wide influence in public affairs. From the beginning, the Normal School gave prominence to the idea of teacher training, with the result that the graduates of the school are very prominent in the educational work of the State. The men and women whose names have appeared in the list of faculties have been widely known for their ability and scholarship, and the instruction which has been given by them has been far reaching in its effects.

In material and equipment, the Normal School has made steady advancement. In 1872 an appropriation was made by the State Legislature for the erection of a new building in conjunction with the local Board of Education. The building was completed and occupied in June, 1873. For many years, the building, standing at the corner of Main and Quincy streets housed both the Normal School and the Public Schools of Fairmont. It has been entirely abandoned for school use and is now used for factory purposes. In the year 1893 the Normal School was moved into a new building on Fairmont Avenue, between Second and Third streets. Several years ago the State authorities recognized the need of the institution for a larger site, with more room for buildings. The Board of Control, therefore, was authorized by the State Legislature to purchase new grounds at the far end of Locust Avenue, on the west side of Fairmont. The new site consists of eighteen and one-half acres of ground, ideally located for the institution. In January, 1917, the Normal School was moved into the magnificent new building, which is to be its home in the future. The Girls' dormitory on Fairmont Avenue is still being used by the school, pending the erection of a dormitory on the new site.

LOCATION.

The Fairmont State Normal School is located at Fairmont, West Virginia, on the Monongahela River, near the junction of the Tygarts Valley and West Fork Rivers. It is on the main line of the Baltimore and Ohio Railroad, and at the terminus of the Monongahela Railroad. It may be reached on the Monongahela Valley Traction Company interurban lines from Weston, Bridgeport, Clarksburg, Mannington and Fairview. It is the geographical center of one of the most populous sections of the state. Clarksburg, Grafton, Elkins, Mannington, Moundsville, Wheeling, Parkersburg and other important towns and cities are within a short distance; Fairmont is one of the most accessible cities of the state.

Fairmont is a busy, modern, progressive city of about 20,000 population, with a commission form of government, electric lighting, pure water supply—all the advantages and conveniences of a modern urban community. It has many fine churches of different denominations, and it has one of the best public school systems in the country. Its population is composed of an enterprising and wide-awake class of people. Its citizens take an active interest in education and all movements for the advancement of the community and the state. Many of America's famous public men and women and most noted speakers have been brought to Fairmont by some of the city's clubs and societies. For these reasons, it is an especially favorable location for an educational institution. Young people who attend the Normal School will come in touch with the progressive spirit of the city, in which the institution is located.

THE NEW BUILDING AND GROUNDS.

The new building is a fine example of classic architecture, and is one of the finest public buildings that has been erected by the State. With its architectural beauty, it combines a practical arrangement and equipment for school work. It stands in the center of the spacious new campus and commands a beautiful view of the surrounding country. The building is 265 feet long, 65 feet wide, and three stories in height. The outside walls are made of light brick trimmed with limestone and terra cotta. Beautiful steps and approaches have been completed.

It contains a fine auditorium, large library, study halls, society rooms, rooms for domestic science and domestic art,

biological laboratories, chemical and physical laboratories, science lecture rooms, music rooms, offices, manual training, lunch rooms and general recitation rooms. Altogether the new building provides a commodious and well equipped home for the Normal School.

Appropriations totalling one hundred eighty-five thousand dollars are now available for a girls' dormitory and work has already been started on this building. It will be placed somewhat to the rear of the main building. Other structures are being planned. Within a few years Fairmont Normal will have one of the most beautiful and useful educational plants in this part of the United States.

The campus is rapidly becoming one of the most beautiful and picturesque grounds in the state. Several acres have been laid out in gardens, trees and shrubbery are being planted, walks laid, and other improvements made.

LIBRARY.

Fairmont Normal has a useful and usable library of more than seven thousand volumes, in charge of a competent librarian and assistants. The books have been selected with care, with the special view of getting together the best books in the different fields of knowledge and literature and specifically in the field of education. Practically all the authoritative books on Education, all the classics in English and American Literature, and all well-known reference books are to be found in the library. Modern fiction and poetry are well represented.

The librarian and the members of the faculty do their utmost to make this splendid collection of books known to the students and to train the students in the rapid, intelligent use of the books. In most of the classes definite reference work is required and bibliographies are compiled; in English classes a book is read from the libraries each month, and special courses in the use of books and the library are given by the librarian and the English teachers.

In the library are to be found many of the most useful and popular newspapers and magazines, both educational and general. Students are allowed free access to these periodicals, and each week the librarian posts on the library bulletin list of stories and articles most worth reading, so that the student may be assisted in finding what he wants to read. The library owns a large number of bound volumes of periodicals of recent years.

ORGANIZATIONS AND STUDENT ACTIVITIES.

Student organizations and activities carried on by students have a distinct and notable place in the school. Recognizing that they encourage initiative and self-control, provide laboratories for development in English, teach parliamentary law, and train in appearing before the public, and realizing that this is of special value for teachers the authorities manifest keen interest in the conduct and success of the established organizations and the formation of new ones. Every student can find some kind of student work that fits in with his interest and talents.

STUDENT BODY.

The entire school is organized into an association known as the Student Body. It fills an important place in the general work of the Normal School. Through this organization, receptions are arranged, officers of the "Bulletin" elected, special committees appointed, the Lecture Course directed, and many other services as they arise from time to time are rendered. A Student Body fee of $2.50 a year is required, of all students. This covers the cost of receptions, flowers, and additional expenses for the student body. It also entitles the students to a ticket for all numbers in the regular Lecture Course.

YOUNG WOMEN'S CHRISTIAN ASSOCIATION.

The purpose of the organization is to unite the women of the institution in loyalty to Jesus Christ and to lead them to accept Him as their personal Savior. It further seeks to enlist their devotion to the Christian Church and to the religious work of the institution.

It is the policy of the organization to co-operate with every phase of school life, to help uphold the standards of the school and to serve the school as a whole, each individual of the school, and the community whenever it is possible. In order to carry out this policy, the Association is divided into a number of communities through which it does its work.

The meetings committee plans the programs for each week. The social service committee looks after the sick and discouraged student, and through co-operation with the local Associated Charities gives students some experience in modern social service work. The social committee has as its

policy the fostering of friendliness throughout the school, of helping to keep high standards of social life, and of giving a series of parties that will satisfy the various needs of the school.

The Association has been particularly active in the war work during this past year. The weekly programs have dealt with war problems; the different communities have done Red Cross and other war work.

LITERARY SOCIETIES.

The Normal School supports two Literary Societies, Mozart and Lyceum. For an extended period of years these two societies were very influential organizations of the institution. A few years ago, however, interest in the societies waned to such an extent that they were discontinued. They were revived during the school year of 1920-21, and bid fair to continue as active and energetic organizations.

The Annual Contest of the two societies, which is held during Commencement Week, is one of the memorable events of the year.

CLASS ORGANIZATIONS.

Each class in school has its organization for social and educative purposes. A class officer from the faculty is in charge of each class group.

SCHOOL PUBLICATIONS.

Fairmont Normal has two publications: "The Bulletin," a fortnightly news magazine and "The Mound," a year book. Both of these publications are in the hands of the students, subject to faculty supervision. They provide a means of self-expression for those interested in any form of writing.

ATHLETICS.

For many years athletics in various forms have occupied a prominent place in the life of the Normal School. Many athletes have gone from the institution to become leaders in the athletic activities of other institutions of learning. An effort has been made lately to organize the athletic life of the institution and to place it upon a better basis. A new Constitution has been adopted, providing for a better student organization in the management of the

various athletic teams. In the future an effort will be made to provide for all the different forms of athletics. Competent coaches will be provided and plans are being perfected for a wide range of athletic and physical activities for both young men and young women. It is the purpose of the management of the institution to make the athletics a helpful part of the school life. Reasonable scholastic requirements will be made of those who participate in athletic games under the auspices of the school. A constant effort will be made to surround all athletic contests with proper moral conditions.

Football, basketball, baseball, tennis and track athletics furnish the means for physical activities. As far as practicable, arrangements are made for both young men and young women to participate in these activities. Class teams, regularly organized, and class contests are provided. It is the aim of the institution to encourage proper rivalry among the classes so as to furnish adequate opportunities for all students who can profit from participation in competitive contests. During the present year tennis courts have been built and equipped for the use of those students who enjoy this form of sport.

Special attention is given to the physical well-being and development of the young ladies. A competent instructor gives gymnasium work. Swedish exercises, games, and plays; and all young ladies are required to take this work.

EXPENSES

The expenses for books during the year will average about ten dollars for each student, and expenses for supplies such as pencils and paper, will probably amount to five dollars. It is the aim of the institution to keep expenses for the above purposes within reasonable limits, but at the same time it is felt that the welfare of students will be promoted by a reasonable expenditure for various student activities.

The new girls' dormitory is in process of erection but it will not be ready for occupancy next year. The old dormitory having been abandoned, all students will find rooms and board in private homes. Dozens of the best homes in Fairmont are open to students, board and room costing from six to seven dollars a week. Lunch is served at the main building every day at noon. Parents may feel the utmost confidence concerning the conditions under which their children will live in Fairmont, as no student is allowed to stay in a

home not approved by the president of the school and the dean of women.

Students may form boarding clubs in private homes and reduce the boarding expenses somewhat. Young men can secure rooms for $1.50 to $2.00 per week, and by forming boarding clubs can make the entire expenses for board per week from $4.50 to $6.00. It is also possible for young women to secure rooms where they may do light housekeeping. An effort will be made to keep the living expenses of students within just as reasonable limits as possible, considering the greatly increased cost of living in the last year or two.

Board and Room	$200.00
Tuition and class expense	17.50
Laundry	25.00
Books and stantionery	15.00
Miscellaneous	35.00
Total	$292.50

The above summary of the total cost for a year in the Normal School is an average estimate. Some students may be able to get through a year on less and others will spend more. This estimate does not cover traveling expenses, which will depend upon the distance the students live from the school.

DIRECTIONS TO STUDENTS.

Young persons desiring to enter the Normal School should make a careful study of the Normal School catalog, noting particularly the different advantages of attending the Normal School at Fairmont, and considering carefully the various courses of study offered, and if they are not sure what they want, they should correspond with the President of the school. No student should enter upon any course without advice from the President. Should questions arise concerning matters of credit for school work already done, the prospective student should write to the President of the Normal School indicating the amount of work which has been done, and the schools that have been attended. When the student has decided to come to the Normal School, he should have the principal of the high school or other schools at which work has been done to send a certified statement of credits to the Registrar of the Normal School.

Prospective students desiring rooms, either in the dormitory or in private homes will write to the President or to Miss Dorcas Prichard, Dean of Women. After reaching Fairmont, students who are not acquainted with the city should come directly to the Normal School building and report to the office. Parents need not feel it necessary to come to Fairmont to look after their children, as the Normal School authorities will attend to all these matters.

Students may enter the school at any time, but they should enter at the beginning of a semester. A special Spring term is offered to teachers, and the Normal School authorities adjust the course of study to fit any individual difficulty, if it is possible.

TRAINING SCHOOLS.

Arrangements have been made with the Board of Education of Fairmont Independent District bv which the Butcher School, located on Fourth street, is open to the regular Normal School Seniors for observation and practice teaching, and through the courtesy of the local school authorities the other schools of the city and community have been opened to those students who are taking the Normal Short Course.

Arrangements have been made with the Board of Education of Fairmont Independent District by which the White School, located on Locust Avenue; the Fleming School located on Virginia Avenue; the Miller School, located on Pennsylvania Avenue, and the Barnes School, located at Bellview, are open to the Short Course Seniors for observation and practice teaching. In these schools the students have an opportunity of observing and studying modern methods of teaching and management, and are required to do practice teaching under the supervision of the critic teachers and the director of the Short Course.

In the regular Training School there are eight grades, each one in charge of a competent critic teacher, and the whole school is under the supervision of a capable principal and a supervisor of student teaching, who is a member of the Normal School Faculty.

The observation and practice teaching of the students taking the Short Course are under the direction and supervision of the Director of the Short Course.

Every Normal School student, before graduation, is required to spend one hour each day for at least eighteen

weeks, in the training school. Before entering upon this work, the student will be expected to complete the courses in Psychology and General Method. At least one hour a week of observation will be required of Junior Normal students during the latter part of the junior year.

It is felt that the work in the training school is of the greatest importance and for that reason it is emphasized and carefully supervised. Student teachers are expected to become well acquainted with the pupils and to work in harmony with the critic teacher, with the aim of learning in practical ways the details of teaching methods, and school management. They will be required to assist in the opening exercise and in the mechanics of the school room and playground. Each student teacher will teach at least two subjects and his practice will be distributed so as to include two grades. The assignments of grades are made after careful study of the individual ability of student teachers. As far as possible the preferences of students will be considered in their assignments. Conferences will be held with the students who are to do work in observation and practice, so that they may clearly understand the aims and purposes of this work.

The most thorough academic and pedagogical preparation is required for every lesson taught. Written lesson plans are required during the early part of the work, and these are criticised by the critic teacher and re-constructed by the student before he may teach. Frequent conferences are held with student teachers by the supervisor of training, and reports of lessons are written and the student is asked to criticise his own work in the light of the pedagogical principles which he has studied in order to develop in him the habit of conscious self-improvement.

The great aim of the work in training school is to establish a harmonious relation between the educational theories learned in the class room, and the actual and concrete process of teaching in the school. Students are made to realize their own sense of responsibility and personal initiative, and to apply, in their own way, the educational principles which they have learned. At all times the fact is kept prominent that pedagogical theory should be a constant stimulus to educational practice, and that the practice of education is a constant testing, of its theory, and that in this mutual process takes place the advancement of education and the betterment of methods of teaching.

COURSES OF STUDY.

Fairmont State Normal School is now a genuine Normal School. Beginning with 1920, the academic course, corresponding to the high school course, was eliminated. The only high school work retained is that which is needed for the completion of the Short Course. No student under eighteen years of age is permitted to enroll in the academic work of this Short Course, it being understood that students under that age will secure their high school education at the high school nearest them. Undoubtedly the elimination of the academic course has enabled the Normal School to function more appropriately as a teacher training school.

The Normal School now offers two courses of study: the standard two-year Normal Course and the Short Course.

Before studying the different courses the student should learn the following definitions:

A unit is the credit for taking a subject five recitation periods (45 minutes each) per week for a whole school year of not less than thirty-six weeks. For example, a student starting in English at the beginning of the fall term and reciting once a day in that subject till the end of the year in June would receive one unit credit in English. As a rule students earn four units a year, but exceptional students are sometimes able to earn more. The unit is used as the measure of credit for Secondary and Short Normal Sourses.

A credit is one-third unit, and is sometimes used to show credit received for taking a subject a term or third of a year.

An hour, usually called "semester hour" is the credit received for taking a subject one recitation period a week for a half-year (semester means half-year) or eighteen weeks, thus taking a subject five times per week for eighteen weeks would give the student five semester hours credit. This term is usually used to count work above high school grade where recitation periods are one hour long. It will be seen that a student taking four subjects four times a week for a year should receive (32) "semester hours" credit. This is the amount of credit generally earned in a year.

Laboratory Credit. Two class periods in laboratory work are equivalent to one recitation period in a subject requiring preparation for the recitation. This rule of measurement applies to all subjects not requiring preparation, such as physical training, music and drawing.

STANDARD NORMAL COURSES.

ENTRANCE. A graduate of a four-year high school or a school of similar rank is admitted to these courses without examination or conditions, regardless of what subjects he has taken in the high school course.

PURPOSE. These courses are designed to prepare teachers for positions in the elementary schools of the towns and cities of West Virginia. Graduates of these courses are recommended for positions in the town and city school systems of this State.

LENGTH. These courses represent two full years of work above a four-year high school course. Sixty-four semester hours are required for graduation, but it is possible for the students to complete the sixty-four hours in less than two years, by taking extension courses, by attending summer terms and by doing extra work at the discretion of the Committee on Classification and Grades. These courses are so arranged that a student can do a part of the work, then teach, if he wishes and later finish the courses.

RATE AT WHICH CREDIT CAN BE ACQUIRED. The maximum of credit hours allowed in these courses in any one year of thirty-six weeks, is thirty-six semester hours, unless special permission is granted by the Normal School Committee of Classification and Grades. This permission is granted only to exceptional students.

CERTIFICATE GRANTED. Graduates of these courses receive a certificate from the State of West Virginia, good for five years, and renewable almost indefinitely, so that it is practically a certificate for life. This enables the graduates to teach in any school in West Virginia, and it is usually accepted by other states as equivalent to the highest certificate in those states.

RECOGNITION OF CREDITS. Work done in the Standard Normal Courses is considered equivalent to the Freshman and Sophomore years of a college or university course. According to an agreement with the authorities of West Virginia University, graduates of the Fairmont Normal School may be given credit for sixty semester hours on the regular work of the College of Arts and Sciences, and other good colleges and universities are still more liberal in accrediting the work of the Normal School. In this way it is possible for a student to obtain a teachers' certificate by

two years' work at the Normal School, then later obtain a degree at a college or university by only two years' additional work.

CONTENTS OF THE STANDARD NORMAL COURSES.

Beginning with the first semester of 1921, students entering the Standard Normal Course have a choice of any-one of four differentiated courses: Primary, intermediate, junior high, and rural. The differentiation does not begin, however, until the second semester of the junior year, in order that students may have an opportunity, during the first semester, of deciding what work they wish to take. Certain subjects (called "constants," and marked with a star) are found in all the Standard Normal Courses. The electives are chosen from the list of subjects outlined in this catalog, but must be approved by the class officer.

PRIMARY

JUNIOR YEAR

FIRST SEMESTER

*Education 1. Introduction to Teaching	2 hours
*Education 2. Educational Psychology	3
*Physical Education 1. Phys. & Hyg.	3
*Sociology. Social Relations	1
Electives	7
Total	16 hours

SECOND SEMESTER

Education 3. Educational Psychology	4 hours
*Education 4. Supervised Study	4
*Physical Education 2.	2
Art 2. Methods in Drawing	2
Electives	4
Total	16 hours

SENIOR YEAR

FIRST SEMESTER

English 7. Children's Literature	3 hours
Education 8. Primary Method	3
Music 2. Methods in Music	2
*Education 5. School Management, or Education 14, Observation and Teaching	3 or 4
Electives	4 or 5
Total	16 hours

SECOND SEMESTER

*Education 6. Educational Sociology	4 hours
*Education 5. School Management or Observation and Teaching	3 or 4
English 13. Story Telling	1
Electives	7 or 8
Total	16 hours

Electives are chosen from the following list: History, Civics, English, Education, General Sciences, Nature Study, Physical Education, Domestic Science, Domestic Art, Drawing, Music.

INTERMEDIATE

JUNIOR YEAR

FIRST SEMESTER

*Education 1. Introduction to Education	2 hours
*Education 2. Educational Psychology	3
*Physical Education 1. Phys. & Hyg.	3
*Sociology 1. Social Relations	1
Electives	7
Total	16 hours

SECOND SEMESTER

Education 3. Educational Psychology	4 hours
*Education 4. Supervised Study	4
Art 2. Methods in Drawing	2
*Physical Education 2	2
Electives	4
Total	16 hours

SENIOR YEAR

FIRST SEMESTER

*Education 5. School Management	3 hours
or	
*Education 14. Observation and Teaching	4
Sociology 2	4
Music 2. Methods in Music	2
Electives	6 or 7
Total	16 hours

SECOND SEMESTER

*Education 5. School Management	3 hours
or	
*Education 14. Observation and Teaching	4
Education 6. Educational Sociology	4
Education 9. Intermediate Methods	3
Electives	5 or 6
Total	16 hours

Electives same as for Primary.

JUNIOR HIGH

JUNIOR YEAR

FIRST SEMESTER

*Education 1. Introduction to Education	2 hours
*Education 2. Educational Psychology	3 hours
*Physical Education 1. Phys. & Hyg.	3
*Sociology 1. Social Relations	1
Subject-matter Electives	7
Total	16 hours

SECOND SEMESTER

Education 3. Educational Psychology	4 hours
*Education 4. Supervised Study	4
*Physical Education 2	2
Subject-matter Electives	6
Total	16 hours

SENIOR YEAR

FIRST SEMESTER

Education 7. School Management	3 hours
Education. Methods of Teaching	4
Gen. Sociology	4
Junior High School	2
Subject-matter Electives	4
Total	17 hours

SECOND SEMESTER

Education 6. Educational Sociology	4 hours
Education 13. Observation and Teaching	4
Subject-matter Electives	7
Total	15 hours

Subject-matter Electives are to be chosen from the two subjects that the student is preparing to teach in the Junior High School. The subjects chosen must be approved by the class officer.

The four hours in methods of teaching are to be divided between two subjects. Two hours will be given each subject.

RURAL

JUNIOR YEAR

FIRST SEMESTER

*Education 1. Introduction to Teaching	2 hours
*Education 2. Educational Psychology	3
*Physical Education 1. Physiology and Hygiene	3
*Sociology 1. Social Relations	1
Nature Study	4
Domestic Art	2
Elementary Music	1
Total	16 hours

SECOND SEMESTER

*Education 4. Supervised Study	4	hours
*Physical Education 2	2	
Agriculture	4	
Music 2	2	
Art 2	2	
Electives	2	
Total	16	hours

SENIOR YEAR
FIRST SEMESTER

Short Course Education 6. Rural Sociology	4	hours
Short Course Education 4. School Management or Short Course Education 7. Observation and Practice	4	
Rural School Methods	3	
Electives	5	
Total	16	hours

SECOND SEMESTER

*Education 6. Educational Sociology	4	hours
Short Course Education 4. School Management or Short Course Education 7. Observation and Practice	4	
Domestic Science for Rural Schools	2	
Electives	6	
Total	16	hours

SHORT NORMAL COURSE

ENTRANCE. Any one who has had three years of the high school work, is admitted to the senior class of the short course. A graduate of a four-year high school can do the work required in the Short Course in one year, unless he has not had a sufficient number of the subjects required in the Short Course to enable him to complete the required work in one year. In this case the student can nearly always finish the required work in one year and a summer term. Persons with experience or needing special classification should write to the president of the Normal School for particulars as to credits and admission.

PURPOSE. This course is designed especially for those preparing to teach in rural and village schools. Graduates of this course are recommended for positions in the rural and village schools of West Virginia.

LENGTH. This course represents four full years of work above the elementary school course. Sixteen units are required for graduation; but as explained above, work taken in high school courses counts on the Short Course, provided the high school subjects are those recognized in the Short Course. Persons of successful experience holding a teacher's certificate showing high grades on some subjects, may, by special examination, or by submitting reliable evidence of advancement beyond the eighth grade, secure special credit or advanced handling in some high school subjects. Such credit will be given at the discretion of the committee on Classification and Grades.

CREDIT FOR HOME STUDY. A limited amount of credit on the Short Course may be earned by regular work in Extension Classes or through Correspondence Study. Persons interested in these methods of securing credit should write to the Director of the Extension Department.

RATE AT WHICH CREDITS CAN BE ACQUIRED. The average amount of work that can be finished in this course in one regular year is four units. By permission of the Committee on Classification and Grades, exceptional students may be allowed to take four and a half units.

CERTIFICATE GRANTED. Graduates of this course receive a certificate from the State of West Virginia, good for three years and renewable for three-year periods. This certificate is good in any school in West Virginia, but it is recognized as especially designed for those wishing to teach in the country or village schools.

RECOGNITION OF CREDITS. Work done in the senior year of this Short Course is given full credit on the Standard Normal Course, but students who elect this course are not assured that the work done will be accredited in colleges and universities for advanced work. It should be remembered that the work in the Short Course is of the same rank as regular high school work. Graduates of a four year high school therefore, should not take the Short Course if it is possible to take the Standard Normal Course, since the Short Course work will not be counted as advanced college work.

CONTENTS OF THE SHORT NORMAL COURSE.

The Short Normal Course consists of Professional and Academic work. Of the sixteen units required for gradua-

tion, three and a half units consist of required professional work, arranged as follows:

Child Study or Elementary Applied Psychology	1-2 unit
Principles of Education	1-2 unit
School Management	1-2 unit
Principles of Studying and Teaching	1-2 unit
Sanitation and School Hygiene	1-2 unit
Rural Sociology	1-2 unit
Observation and Practice Teaching	1-2 unit

Of the remaining twelve and a half units (which is academic work) the following is required; unless the student has taken the same amount of work in these subjects before entering the Short Course:

English	3 units
English History or Modern European History	1 unit
American History and Civics	1 unit
Agriculture	1 unit
Manual Training—for boys	
Home Economics—for girls	1 unit
Drawing and Music	1 unit
Physical and Commercial Geography	1-2 unit
General Science	1 unit
Physical Training	1-2 unit

The remainder of the sixteen units may be elected from the following subjects:

English	1 unit
Botany	1 unit
Chemistry	1 unit
Physics	1 unit
Horticulture	1-2 unit
School Gardening	1-2 unit
Elementary Sociology	1-2 unit
Poultry Raising	1-2 unit

The authorities of the school advise all prospective students who expect to be recommended for positions in the rural and village school of this State, to pursue the Short Course.

DESCRIPTIVE OUTLINE OF COURSES
EDUCATION

Education 1—INTRODUCTION TO TEACHING.

Two hours, first semester. Two semester hours' credit. Required in all courses. The aim of this subject is to aid the prospective

teacher in selecting wisely the type of educational service for which he desires to prepare himself. To this end a general survey of the field of education is made. Each student is confronted with the practical problem of selecting the curriculum which he will pursue throughout the remainder of his normal school life. Mr. Shreve.

Education 2—EDUCATIONAL PSYCHOLOGY.

Three hours, first semester. Three semester hours' credit. Required in all courses. In this subject the student is introduced to the principles of learning and teaching through observation in the training school, experiments, readings, and class discussions. The topics treated are: the development of the child, inherited tendencies, feeling, attention, habit, memory, thinking, and individual differences. Mr. Shreve.

Education 3—EDUCATIONAL PSYCHOLOGY.

Three hours, second semester. Three semester hours' credit. Required in all courses except the rural course. A continuation of Education 2. The chief topics are: (1) the native equipment of human beings; (2) the factors affecting the rate and progress of learning; (3) mental tests and measurements; (4) the psychology of learning school subjects. Mr. Shreve.

Education 4—SUPERVISED STUDY.

Three hours, second semester. Three semester hours' credit. Required in all courses. The aim is to prepare the student to direct effectively the learning activities of a group of pupils. The following topics receive careful consideration: the meaning of supervised study, types of learning activities as found in the school room, the essential factors of each type, and how to supervise each type. Miss Jessie Ice.

Education 5A—SCHOOL MANAGEMENT.

Three hours, first semester. Three semester hours' credit. Required in all courses. This subject deals largely with the problems of classroom management. Some attention, however, is given to the more general problems of school administration and supervision. The chief topics are: the aim of school management, membership and attendance, order and discipline, grading and promotion, the curriculum, the daily program, records and reports, the school law, and the teacher's relation to the principal, the supervisors, and to the community. Mr. White.

Education 5B—SCHOOL MANAGEMENT.

Three hours, second semester. Three semester hours' credit. A repetition of 5A. Mr. White.

Education 6—EDUCATIONAL SOCIOLOGY.

Three hours, second semester. Three semester hours' credit. Required in the intermediate and junior high school courses. An attempt is made to apply the principles of sociology to the solution of educational problems. The following topics are considered: The sociological foundations of education, social and educational surveys, social factors in school administration, the socialization of discipline, the socialization of the program of studies, vocational aspects of a socialized education, the socialization of teaching methods, and the essentials of a socialized school. Mr. Shreve.

Education 7—THE TEACHING OF ENGLISH.
Three hours, second semester. Three semester hours' cedit. Required of all students in the junior high school course. (For a description of this course see English 8). Mr. Barnes.

Education 8—PRIMARY METHODS.
Four hours, first semester. Four semester hours' credit. Required of all students in the primary course. This study deals with methods of teaching in the primary department. The following subjects are considered: reading, handwriting, number work, hygiene, nature study, language, and manual activities. Miss Jessie Ice.

Education 9—INTERMEDIATE GRADE METHODS.
Four hours, second semester. Four semester hours' credit. Required of all students in the intermediate course. This subject is devoted to a consideration of the methods of teaching in the intermediate grades. Miss Jessie Ice.

Education 10—EDUCATIONAL TESTS AND MEASUREMENTS.
Two hours, second semester. Two semester hours' credit. Required in all courses. The aim is to acquaint the student with the recent developments in this field and to develop the ability to utilize the standard tests as a means of improving instruction. The following topics receive consideration: the technique of administering educational tests, scoring and tabulating the results, representing the results graphically, diagnosing the pupil's difficulties, and the application of remedial measures. **A fee of one dollar is charged for the necessary material.** Mr. Shreve.

Education 11—THE JUNIOR HIGH SCHOOL.
Two hours, first semester. Two semester hours' credit. Required in the junior high school course. This subject deals with the problems of the junior high school. The chief topics are: the development of the junior high school, the course of study, the junior high school pupil, teaching in the junior high school, the administration of the junior high school, its relation to other parts of the school system. Mr. Shreve.

Education 12—THE TEACHING OF MUSIC.
Four hours, first semester. Two semester hours' credit. (For a description of this course refer to the music department.) Miss Dowd.

Education 13—THE TEACHING OF DRAWING.
Four hours, second semester. Two semester hours' credit. (For a description of this course refer to the art department.) Miss Briggs.

Education 14A—OBSERVATION AND TEACHING.
Five hours, first semester. Four semester hours' credit. The work consists of observation of the critic teachers and of actual practice in teaching. The student spends one hour a day in the training school for one semester. Miss Jessie Ice.

Education 14B—OBSERVATION AND TEACHING.
Four hours, second semester. Four semester hours' credit. This is the same as 14A. One-half of the seniors will take 14A the first semester and the remaining half will take 14B the second semester. Required in all the courses. Miss Jessie Ice.

Education 15—SCHOOL SUPERVISION.

Two hours, second semester. Two semester hours' credit. An elective study for students desiring to qualify for the supervisor's certificate. Should be a continuation of Education 5A or 5B. This subject deals particularly with the supervision of instruction. Mr. Shreve.

SHORT COURSE EDUCATION

Short Course Education 1—PRINCIPLES OF STUDYING AND TEACHING.

Four hours, first semester. This study aims to develop efficiency in teaching and in directing the study of pupils. The following topics are considered: The purposes of the recitation, the method of recitation, the art of questioning, and the assignment of lessons; also, the factors of proper study, and practical suggestions for teaching children how to study. Mr. White.

Short Course Education 2—CHILD STUDY.

Four hours, first semester and repeated the second semester. Effective teaching involves a knowledge of the pupil as well as a knowledge of the subject matter. It is the aim of this course to acquaint the student with the dominant characteristics of child life. Topics: Physical growth and development, moral development, individuality, and the treatment of backward pupils. Mr. White.

Short Course Education 3—SANITATION AND HYGIENE.

Four hours, first semester. The purpose of this course is to study in a simple and untechnical way the problem of rural hygiene and sanitation. Several topics are considered such as: School grounds and buildings, heating and lighting of school houses, the water supply, drinking cups and fountains, sanitary toilets, ventilation, humidity, eye and ear defects, the hygiene of the teeth, stuttering, the hygiene of instruction, medical inspection, the hygiene of utensils and books; cleaning school rooms, duties of the school janitor, and disinfectants. Mr. White.

Short Course Education 4—SCHOOL MANAGEMENT.

Four hours, first semester, and repeated the second semester. This course deals with the problems of school management with special reference to the rural school. The following topics are considered: The daily program, the course of study, grading and classification, attendance, government, measuring the results of teaching, the school as a social center, club organization, the supervision of play, the library and its uses and the duties of the rural teacher. Mr. White.

Short Course Education 5—PRINCIPLES OF EDUCATION.

Four hours, second semester. The aim of this course is to give a brief survey of the broad field of educational principles, and the part education should play in rural life. Topics: the meaning and value of education, the aims of education, the subject matter of education, the means of education, methods in education, results of education, and education in the United States. Mr. White.

Short Course Education 6—RURAL SOCIOLOGY.

Four hours, second semester. This course is a treatment of such

rural institutions as the church, the home, and the school. It discusses the rural, social and economic problems growing out of such topics as good roads, farm organizations, social life, recreation, isolation, religious life, education, with suggestions for their solution. Emphasis is placed upon educational agencies. Mr. Lively.

Short Course Education 7—OBSERVATION AND PRACTICE TEACHING.

Five hours, first semester, and repeated the second semester. The student will spend one hour a day in the Training School for one semester. The work will consist of observation of the critic teachers and an actual practice in teaching. The students will meet with their training teacher one hour each week for a discussion of their work in the training school. One-half of the Short Couse Seniors will take the work the first semester; the other half the second semester. Mr. Lively.

ENGLISH

The general aims of the course in English are three: first, to study a number of prose and poetic masterpieces of English and American authors and much of the best magazine writing, with the aim of introducing the student to representative literature, of training him in critical and appreciative powers, and assisting him in forming proper reading habits; second, to train the student in writing and speaking natural, idomatic, effective English; third, to acquaint the student with approved principles of teaching English in the elementary schools.

English 4—LITERATURE.

Elective for short course seniors four hours throughout year. One unit credit. The work of this year consists of study of literature by periods. Some of the great literature—both prose and poetry of historical periods in English and American literature is read—some of it closely, most of it rapidly. On one day each week special emphasis is placed on reading aloud. The aim of this work is to familiarize the student with the leading characteristics of the different writers and periods, by reading the literature. The teacher supplements this by lectures and discussions, and by assigning topics for special study. These assigned topics make up the composition work in the year. No text in History of Literature is studied; the students are expected to compile one by means of their reading, study of special topics, and the teacher's lectures. Magazines are used as texts a part of the year. Library work is required. One book each month is read on the outside. Oral Compositions and Business Letters are assigned frequently. Mrs. Morrow.

English 5—ADVANCED COMPOSITION.

Open to Normal Juniors and Seniors and Short-course Seniors. Prerequisite, four years of High School English. Four hours, first semester. Four hours' credit. Themes oral and written, brief and long; composition planning, making of bibliagraphs, lesson plans,

questionnaires, examination papers, writing of business and social letters, papers for educational meetings, and aticles for educational magazines, expositions and arguments on subjects connected with teaching; story telling and oral reading, dictionary and library work. Some educational magazines are studied. Mr. Barnes and Miss Lewis.

English 6—Continuation of English 5. Four hours, first semester. Four hours' credit.

English 7—CHILDREN'S LITERATURE.
Open to Normal Juniors and Seniors and Short-course Seniors. **Three hours, first semester.** Three hours' credit. Text, lectures, discussions, library work, and extensive readings, covering the whole range of children's Literature; jingles, poetry, proverbs, fables, fairy stories, hero tales, animal and nature stories, realistic stories; children's books and children's pictures. The work of the course is intended to acquaint the students with the rich and interesting Literature that should be presented to the children in the elementary school. Mr. Barnes.

English 8—TEACHING OF ENGLISH.
Required as Education 7 of Standard Normal Seniors. **Three hours, second semester.** Three hours' credit. Text, lectures, discussions, library work, intended to acquaint the students with the proper methods of teaching the English subjects in the elementary school. The methods in reading, literature, language, grammar, spelling, composition work, together with story-telling, dramatization, and oral readings are all examined. Mr. Barnes.

English 9—THE MODERN NOVEL.
Open to Normal Juniors and Seniors. Prerequisite, four years English work in High School. **Four hours, first semester.** Four hours' credit. A study of English prose fiction, the contemporary realistic novel serving as a starting point. The aim is to lead the student to judge these novels, first of all, as studies of such social conditions as they themselves know. The study proceeds from the later novelists to those of earlier periods. Methods of portraying character, elements of style, are brought to the student's attention by contrast and comparison. A representative novel of each of the following authors is read and discussed somewhat in detail: Howells, Hardy, Meredith, Stevenson, George Elliot, Thackery, Mrs. Gaskill, Dickens, Hawthorne, Scott, Jane Austin, and Goldsmith. Frequent reference is made to critical essays, especially those in which novelists have given their own theories of their art. The work in composition is directed chiefly toward increasing the student's appreciation of literary values. Mr. Mercer.

English 10—CONTINUATION OF ENGLISH 9.
Four hours, second semester. Four hours' credit.

English 11—DIRECTED READING.
Open to Normal Seniors. **Two hours, first semester.** Two hours' credit. It consists of lectures, note-book work, required references, and frequent conferences and reports. Each member of the class reads along the lines of his interests, being led from one to another by natural connections and through the counsel of the

instructor. No more than ten students will be admitted to this course. Mr. Barnes.

English 12—CONTINUATION OF ENGLISH 11.
Two hours, second semester. Two hours' credit.

English 13—STORY TELLING.
One hour, first semester. One hours' credit. This course is designed to acquaint the students with the different types of stories for children, with the library contents and nature of children's stories, and to give students practice in telling stories. Mr. Barnes.

English 14—CONTINUATION OF ENGLISH 13.
One hour, second semester. One hours' credit.

English 15—THE ENGLISH BIBLE.
Three hours, first semester. Three hours' credit. Open to Normal Juniors and Seniors. A study of the English Bible as literature. Mrs. Morrow.

English 16—CONTINUATION OF ENGLISH 15.
Three hours, second semester. Three hours' credit.

HISTORY

In presenting the work in history the department has striven to keep in mind the all-important fact that this is a Normal School. Its constant endeavor has been, therefore, to arrange such courses as will provide for the needs of elementary school teachers. Since the work of the elementary schools is limited almost entirely to United States History, the aim has been to emphasize this field and those most closely associated with it. Though aware always of the primary purpose of the school, the department has not forgotten that academic courses are necessary to meet the demands of some High School students who enroll. In preparing such courses the aim has been to fulfill all college entrance requirements, but at the same time to give such material, both in Ancient and English History as will connect up closely with the course in advanced American history, whether taken here or elsewhere.

Text books are used in all the courses given in the Normal School as well as in the academic department, but no hesitancy is felt to depart from them or to change the order of their development, when it is thought profitable to do so. Collateral reading, as a basis for oral and written reports is required in all the courses and the spirit of inquiry and investigation is constantly encouraged.

History 3—UNITED STATES HISTORY AND CIVICS.
Required of all Junior Normal and Short Course Seniors who have not had a half unit in these subjects in high school. Open

to all other students. The course in history will begin with the cause of the Revolution, and continuing will study the formation of the constitution, the organization of the government, the rise of nationality, the westward movement, the slavery issue and the movement toward expension.

Three hours, first and second semesters.

The course in civics will correlate with the course in history in the beginning and will treat the essential principles of the government under the constitution. Later it will take up questions of state and local government and seek to make clear the functions of them. The purpose will be to show by concrete examples the place of the citizen in the state and community.

Two hours, first semester. Mr. Turner and Miss Prichard.

History 4—ECONOMIC AND SOCIAL HISTORY OF THE UNITED STATES.

Open to Normal Juniors and Seniors who have already had a high school course in American History. **Four hours, first semester.** A topical presentation of the social and economic development of our country's history. Such subjects as Colonial life and customs, colonial industries and labor systems, English and American commercial system, cotton and slavery, the introduction of manufactures, the industrial revolution in England and America, and application of machinery to agriculture are considered. Especial emphasis is laid upon the periods of development between 1860 and the present, an earnest effort being made to acquaint the student with the vital importance and significance of the present day economic and social conditions and movements. Mr. Turner.

History 5—MODERN EUROPEAN HISTORY.

Open to Normal Juniors and Seniors who have already had a high school course throughout the year. Eight hours' credit. This course aims to lead the student throughout the movements of the momentous periods in the history of Europe from the time of Metternich to the present. Those forces and conditions which are antecedent to and responsible for the great war in Europe are sought for and emphasized in the course. Mr. Turner.

History 6—THE GREAT EUROPEAN WAR.

Open to Normal Juniors and Seniors. **Four hours, first and secon semesters.** This course is given to meet the demand for a more intimate acquaintance with the historical relations and problems of the great war. After studying the fundamental causes of the war, the course proceeds to a consideration of the historical background of it. Beginning with the Franco-Prussian War of 1870-71, the student is made acquainted with the most important events leading to the outbreak of the war in Europe. During the second semester the work will show how the United States was forced into the war, the movement for peace and the problems of reconstruction. Mr. Turner.

History 7—AMERICAN POLITICAL INSTITUTIONS.

Open to Normal Juniors and Seniors, designed for those who wish to major in English at College. **Four hours throughout the year.** Eight hours' credit. The purpose of this course is to show the student how our present political institutions arose; why our political parties were formed and the rise, progress and culmination of our great political controversies. Mr. Turner.

History 8—METHODS OF STUDY AND TEACHING AMERICAN HISTORY.

Open to Normal Seniors, and may be used as Education 9. **Three hours, second semester.** In the preparation of this course special care and attention has been given to the factors which enter into the study and teaching of history. Plans and suggestions are given by which those factors may be utilized and the student imbued with the historical sense. But the chief work of the course is the selection and utilization of the most desirable historical material for the elementary grades, and the most effective way of presenting it. Mr. Turner.

Sociology 1—SOCIAL RELATIONS.

One hour, first semester. One hour's credit. Required in all courses. This course is a study of social customs and social problems. In general the method followed is that of class discussion of topics assigned in advance with references. The material of this course is divided into two main groups of problems—first discussion of theories and principles of social relations—second, studies of practical problems. Miss Prichard.

AGRICULTURE

Agriculture 1—ELEMENTARY AGRICULTURE.

Open to Short Course Juniors. **Five hours throughout the year.** One unit credit. This course is especially designed for the country teacher and the beginner in Agriculture. The active practical work of agriculture is carried on with the theoretical work. By means of field trips, laboratory work and reading, a study of the formation and value of the various soils is made and the best methods of improvement and care are given. The elementary principles of seed selection, planting, cultivation, etc., are carried out in a practical way. Attention is given to animal husbandry, dairying, and practical farm management. Mr. McGinnis.

Agriculture 2—SHORT COURSE AGRICULTURE.

Required of Short Course Seniors who have not had one unit's work in High School Agriculture. Three hours' class and two is designed especially to prepare teachers to do efficient agriculture instruction in public school work. The work in this course is taken up on the seasonal plan, and special emphasis is placed on the nature study phase of agricultural work. Text book, laboratory, field trips, class discussion, and actual garden work, in which each individual has actual experience in planting and growing various kinds of garden crops. Mr. Lively.

Agriculture 3—ADVANCED AGRICULTURE.

Required of Standard Normal Juniors who have not had one-half unit Agriculture in High School. Three hours' class and two hours laboratory, first semester. Four hours' credit. This work is designed more especially for the student who finishes the Normal Course and is preparing for college work. Botany and Chemistry are prerequisites. The real problems of the West Virginia farmer are taken up in the most practical way. Seed selection, testing, harvesting and storing of grains and forage crops, feeding and care of farm animals, and the ordinary practical

principles of dairying are features of the work. The care and value of manures, use of fertilizers, soil studies and preparation, planting and care of the ordchard are made clear by actual demonstration. Special emphasis is given to the nature and control of the common pests and diseases of farm crops. Some good text is taken as a basis, but constant use is made of government bulletins, farm journals and other related reading matter. Mr. Lively.

Agriculture 4—VEGETABLE GARDENING.
Open to students in Normal Classes. Three hours class and three hours laboratory, second semester. Four hours' credit. This course is to give special training in selecting and care of seeds and other parts of plants used for propagation. The preparation of soils, fertilizer values, general care of garden vegetables and small fruits, are each given special emphasis. The harvesting and storing of various kinds of garden crops furnishing a part of the exercise. Class discussion, laboratory demonstrations, assigned reading, and garden work make up most of the course. The school now has six acres of ground under cultivation, especially for this work. Mr. Lively.

PHYSICS

Physics 1—GENERAL PHYSICS.
Primarily for academic students. Three hours of recitation and two hours of laboratory work a week. Four hours' credit. This course includes the study of mechanics and heat. The subject-matter of the course includes topics of daily interest to all students.

Physics 2—GENERAL PHYSICS.
Continuation of Physics 1. Second semester. This course includes the study of magnetism, electricity and light. Mr. Rogers.

CHEMISTRY

Chemistry 1—ELEMENTARY CHEMISTRY.
A beginning course in general chemistry for academic students. Three hours of recitation and two to four hours of laboratory work a week. Credit, four hours of one-half unit.

Chemistry 2—ELEMENTARY CHEMISTRY.
A continuation of Chemistry 1. Second semester. Mr. Rogers.

Chemistry 3—ADVANCED GENERAL CHEMISTRY.
Open to standard Normal Juniors and Seniors. Three hours class and two hours laboratory throughout year. Four hours' credit. This course attacks and applies the general facts and principles of chemistry in a more thoroughgoing way than is possible with the beginner in high school chemistry. The aim is to put the student in sufficient command of a knowledge of chemical phenomena as that konwledge shall be of practical use. To be able to think in terms of the science, interpret the results of experiments and to solve chemical problems as they are met not only

in the laboratory but in daily life, these are tests of real usefulness. The course aims to give the student this clearer grasp of chemical principles which will make chemistry of practical value. Text, Alexander Smith's General Chemistry for Colleges and the accompanying laboratory manual. Mr. Rogers.

Chemistry 4—ADVANCED GENERAL CHEMISTRY.
A continuation of Chemistry 3. Second semester. Four hours' credit. Mr. Rogers.

Chemistry 5—CHEMISTRY OF FOOD AND SANITATION.
This course is largely one in applied organic chemistry. Open to Normal Seniors and Juniors, who have had previous work in Chemistry. Laboratory work will vary according to time available on part of students. Credit 2 hours or more in proportion to amount of work done. Two hours class room work.

Chemistry 6—
A continuation of Chemistry 5. Open to students who have had Chemistry 3 or Chemistry 5.

Geography 1—
Three hours, second semester. Three hours' credit. Open to Normal Juniors and Seniors and to Short Course students. While not a course in methods, many teaching devices will be illustrated, sources of material for geographical study and teaching will be put at disposal of the class and much will be done to stimulate an interest in geography and to direct the prospective teacher's views as to the more important ends to be attained in geographical instruction. Mr. Rogers.

Physiology and Hygiene—
Three hours, first semester. Three hours' credit. Required in all courses. The facts and principles of Anatomy and Physiology are taught in so far as they furnish some basis and reason for the more practical rules of hygiene. The nature and cause of common diseases are discussed together with means of prevention. There will be numerous class room demonstrations and some laboratory work.

DOMESTIC SCIENCE

Domestic Science 1—ELEMENTARY COOKING.
Required of Short Course Seniors who have not had a half-unit work in this subject in High School. One class hour, and two laboratory hours, throughout year. Four hours' credit. A course in the selection and preparation of food. Typical foods are studied, and the ideas gained in the discussion of their sources, properties, uses and preparation are impressed upon the minds of the pupils by practical work. Thoughtful spending is encouraged when food value and cost are prepared, special attention being paid to making the simple, inexpensive foods attractive and nourishing. Miss Gaskill.

Domestic Science 2—ADVANCED COOKING.
Open to all who have had Domestic Science 1 or a similar course.

Two hours, throughout year. Two hours' credit. A few weeks in the beginning will be devoted to the subject of fruit and vegetable preservation. Some advanced work in regular cooking problems will be given, with attention paid to the calorific value of foods, invalid cookery, and some general work in dietetics. Miss Gaskill.

Domestic Science 3—DIETETICS.

Open to all who have had Domestic Science 1. One class hour and one laboratory hour first semester. One and one-half hour credit. This course aims to give a knowledge of the fundamental principals of nutrition. The composition and digestibility of foods are studied and the requirements of individuals as modified by age sex, activity, etc., also the feeding of school children and infants. Miss Gaskill.

Domestic Science 4—METHODS OF STUDY AND TEACHING DOMESTIC SCIENCE.

Open to Normal and Short Course Seniors who have had Domestic Science 1 and 2 or similar courses. One class hour and two observation and practice teaching hours, second semester. Two hours' credit. This course may be substituted for Education 10. The observation and teaching work in this course will be in domestic science. The second term of special methods will take up the planning of courses of study for domestic science work in the grades. Miss Gaskill.

DOMESTIC ART

Domestic Art 1—ELEMENTARY SEWING.

Required of Short Course Seniors who have not had a half-unit work in this subject in High School. One class hour and two laboratory hours, throughout year. Four hours' credit. The aim of this course is to give the foundation of plain sewing. The various stitches are studied and applied in the making of plain garments. Color and line problems as related to dress will be taken up. Emphasis is placed upon the history and uses of the various textile fibers. Miss Noland.

Domestic Art 2—ADVANCED SEWING.

Open to all who have had Domestic Art 1 or a similar course. Two hours, throughout year. Two hours' credit. The basis of this course is practical Dressmaking. A detailed study of the various textile fibers is given, also some work in interior decoration and the planning and furnishing of a modest home. Miss Noland.

Domestic Art 3—METHODS OF STUDY AND TEACHING DOMESTIC ART.

Open to Normal and Short Course seniors who have had Domestic Art 1 and 2 or similar courses. One class hour and two observation and practice teaching hours, second semester. Two hours' credit. This course may be substituted for Education 10. Attention is given to the best modern methods of teaching Sewing in the elementary schools. Students plan courses of study and equipments of various grades of schools. Miss Noland.

PHYSICAL EDUCATION

One year of Physical Education is required in both the Standard Normal Course and the Short Course. Before a student is assigned to Physical Training, she is given a medical and physical examination by a woman doctor. Those who are disabled or physically unfit for certain parts of the work are given special attention, according to their needs. If unable to take any work they are excused and their record marked, "physical disability." A regulation suit consisting of black bloomers, white middy blouse and gymnasium shoes is required.

Physical Education 1—GYMNASIUM.
Required of Normal Juniors and Short Course Seniors. Four hours, first semester. Two hours' credit. This course consists of setting up exercises for posture training, including games, simple relays, long ball and newcomb. Special attention given to personal hygiene and health instruction. Miss Toivonen.

Physical Education 2—TEACHERS' PHYSICAL EDUCATION.
Required of Normal Juniors and Short Course Seniors. Four hours a week throughout second semester. Two hours' credit. The first part of this course consists of a study of games, story plays, rythm plays, folk dances, relays, setting up exercises, etc. The second part of the course consists of work with wands, dumb bells, indian clubs, folk dancing and volley ball. Miss Toivonen.

Physical Education 3—GAMES.
Open to Standard and Short Course Seniors. Four hours throughout first semester. Two hours' credit. This course consists of teaching and training, in coaching basketball, volley ball, newcomb, tennis and indoor baseball. Miss Toivonen.

Physical Education 4—TENNIS.
Open to all students. Four hours a week for half a semester. One hour credit. Practice on both indoor and outdoor courts. Miss Toivonen.

Physical Education 5—AESTHETIC DANCING.
Open to Standard Normal Seniors. Four hours a week throughout second semester. Two hours' credit. Miss Toivonen.

ART.

Art 1—ELEMENTARY DRAWING.
Two hours throughout year. Two hours' credit. Required of Normal and Short Course students who have not had a sufficient amount of drawing before entering the Normal. The course includes the study of the landscape, plant and animal forms in both pictorial and decorative compositions. Also the study of the common forms about us and the principles governing the expression of these objects as found in cylindrical and rectangular prospective, mediums used; pencil charcoal, crayon and water colors. Miss Briggs.

Art 2—DRAWING METHODS.
Two hours throughout the year. Two hours' credit. Required of Standard Normal Juniors. Same as Education 12. It is the aim in this course to study the different systems of public school art and to make an illustrated note book outlining the work for the eight grades. This should follow the course in elementary drawing. Miss Briggs.

Art 3—APPLIED DESIGN.
Two hours throughout year. Two hours' credit. Open to students in Short Course and Standard Normal Course. This course includes the study of the principles of design. Original conventional designs in leather, metal block printing and stenciling. The construction and design of such articles as portfolios, kodak books, blotter pads, boxes, lanterns, table runners, candle shades, etc. Miss Briggs.

Art 4—PRIMARY CONSTRUCTION.
One hour throughout year. One hour credit. Open to students in the Normal Courses. All kinds of hand-work suitable for the first four grades are planned in this course. Exercises in weaving, folding and cutting with various mediums. Miss Briggs.

Art 5—ADVANCED CONSTRUCTION.
One hour throughout year. One hour credit. Constructive problems suitable for the upper grades are planned in this course. Miss Briggs.

DEPARTMENT OF MUSIC

VOCAL MUSIC.

The music work of the Fairmont Normal School is designed to accomplish three purposes. Through study and interpretation of carefully selected music, vocal and instrumental, a love and appreciation for music is developed within the souls of students. By means of the Victrola, selections from great choruses and operas are studied and used also as the center for the interpretation of the choruses and operas. By the same means, also, the great instrumental and voice selections are produced as interpreted by the world's great performers. This is a very fruitful and efficient method for establishing standards of music and standards of musical interpretation.

Much attention is given to chorus work. This affords opportunity to express the self musically through the best compositions, which very much broadens musical feeling and judgment. So well has this work been done that it can be truthfully said that the students of the Fairmont Normal School enjoy music when interpreted for them, or when they have an opportunity to interpret for themselves.

Music 1—ELEMENTARY MUSIC.
Required of Normal and Short Course students who have not had a sufficient amount of music before entering the Normal. Two

hours throughout year. Two hours' credit. This includes instruction in the rudiments of vocal music, and is intended for those students who cannot read music, or who have not studied it. Drills are given in rote singing and practice in reading simple music, as a preparation for more advanced work. Miss Dowd.

Music 2—MUSIC METHODS.
Required of Standard Normal Juniors. Same as Education 11. Two hours throughout year. Two hours' credit. This course presupposes Music 1 or its equivalent. It is designed to prepare students for teaching music in the public schools. The work is taken up by grades; plans and song material are given an opportunity for practice teaching is provided. Miss Schroeder.

INSTRUMENTAL MUSIC.

Students may enter this department at any time, but it is to their interest to enter, as far as possible, at the beginning of the semester.

Students entering within the first two weeks of a semester will be charged for full term.

There is no deduction made for lessons missed by students except in a case of prolonged illness, when the loss is divided equally between the student and the School.

Students are not allowed to take part in public programs without the consent of the Head of the Department.

All music students are expected to attend the regular students' recitals, and **to take part in them whenever assigned** and to attend all concerts given under the auspices of the School. They are expected to identify themselves with the various organizations of the School and are required to enter any to which they are assigned by the Head of the Department.

All school holidays are observed.

The school is equipped with four upright pianos, which are available for practice and a Knabe grand piano which is used for concert work. Private recitals are frequently given by the students, to which all members of the school will be admitted. Public recitals which are designed to give the students experience in public performance occur several times a year, and are held in the auditorium which seats eight hundred.

Piano—The course of study in this department includes:

I. Finger exercises; major and minor scales; scales in double thirds; Arpeggios in all forms.

II. Studies by Berens, Bertini, Heller, Hasert.

III. Sonatinas by Kuhlau and Clementine; Sonatas by Haydn, Mozart, Beethoven.

IV. Compositions by representative composers of all periods.

Pipe Organ—The organ course is intended to provide a thorough and complete preparation for the work of a church organist and accompanist.

A certain facility at the piano and in sight-reading is necessary before this work is taken up.

Special studies, pedal studies and hymn playing comprise the preparatory work, followed by the works of Rink, Buck, Dunham, Chadwick, Bach, Mendelssohn, Guilmant, Rheingerger, and comprise the groundwork of study through the course.

Tuition—The tuition for a semester, payable in advance is:

	Lessons per week	
	One	Two
Piano	$20.00	$40.00
Organ	27.00	54.00
Harmony (class of three)	10.00	20.00
Theory (class of three)	10.00	20.00
History of Music (class of three)	10.00	20.00

FRENCH.

French 1—FIRST YEAR FRENCH.

Open to Normal Juniors and Seniors. Five hours, throughout year. One unit credit. Grammar, reading and composition. Stress is laid on pronoun and verb, daily practice in pronunciation, composition and conversation. Frasier and Squair's Shorter French Course; Tierman and Frank's Conversational French Reader; Sim's An Easy First French Reader. Miss Ethel Ice.

French 2—SECOND YEAR FRENCH.

Open to Normal Juniors and Seniors. **Five hours, throughout year.** One unit credit. A continuation of first year. Advanced Grammar, conversation, translation and composition. Koren's Advanced Composition; Merimee's Columbia; Chauteaubrand's Atala; Daudet's Tartarin de Terascon; Bruno's Le Tour de la France. Miss Ethel Ice.

MATHEMATICS.

Mathematics 1—PLANE GEOMETRY.

Open to Normal Juniors and Seniors. **Five hours a week throughout year.** One unit credit. The work in geometry is begun by requiring the student to observe and construct the elementary geometric forms, and in this connection to learn the definitions. A clear conception of these is essential to an understanding of geometry, as they form the basis of the subject. One of the chief objects of the study of geometry is to cultivate the habit of close observation, of comparison, of exact logical thinking, and of a clear, accurate expression. To secure all this, the theorems in the text are used, after which many exercises are furnished to test the student's ability to apply the principles learned from the demonstration. Mr. Mercer.

Mathematics 2—TRIGONOMETRY.

Open to Standard Normal Juniors and Seniors. **Four hours, first semester.** In this course the trigonometric functions are first defined and learned as ratios, but representation by lines is also introduced at the beginning, since parts of the subject can be treated more simply by the line method, or by a combination of the two, than by the ration subject, the ideas and requirements of modern mathematics are recognized, and the design for equipping the student for more advanced work in a college course is kept in mind. The elementary formulas are studied in groups and proved, and from these other important formulas are derived, special emphasis to those essential to the solution of trangles. Application of these is given in a large number of exercises. Mr. Mercer.

Mathematics 3—SOLID GEOMETRY.

Open to Standard Normal Juniors and Seniors. **Four hours, second semester.** As pupils were at first taught to see figures in one plane, so now they must be taught to visualize solids from a flat drawing. In considering the propositions in solid geometry, constant reference is made to corresponding propositions in plane geometry. This adds interest to the subject by keeping the familiar connected with what is strange and creates some approach to power in the discovery of new facts in relation to figures of three dimensions. Mr. Mercer.

EXTENSION DEPARTMENT.

In addition to the three courses of study the Normal School supports an Extension Department. This has two principal purposes: To assist those who cannot enter school, especially teachers, to continue their studies out of school; and to help improve educational conditions throughout the northern part of West Virginia. A number of different kinds of extension activities are carried on, among which are the following:

1. Extension classes are organized among teachers and others who may be interested, and conducted by different members of the faculty. Permission is also granted groups of students at a distance from the Normal School to form classes with a local leader as instructor. Students doing this kind of work are regularly enrolled and given credit for the actual amount of work done.

2. Persons who are unable to enroll at the school may take correspondence work. This work is in charge of different members of the faculty and students and teachers may take it with profit.

3. Members of the faculty of the Normal School, as far as possible, will accept invitations to assist in educational meetings and district institutes, and they are also available for commencement addresses. School superintendents and Boards of Education are requested to write our Extension Department when they need the services of our faculty.

4. Lecture Courses and entertainments are provided by the institution for the towns and school districts within its territory. These consists of lectures by members of the faculty, story-telling hours, readings, and musical programs. Plans have also been made to organize and direct play festivals.

5. The school will furnish judges for agricultural fairs and other similar exhibitions.

6. Bulletins of educational interest are occasionally published.

7. Information will be given on matters pertaining to the erection of school buildings, the purchasing of libraries, and the organization of schools. The Normal School, trough its faculty, will be glad to serve the public schools in an advisory capacity.

8. Teachers' Employment Bureau is maintained for the purpose of securing positions for the graduates of the Normal School and for other teachers who may desire to enroll with the bureau. The institution finds that it can render a distinct service to teachers, superintendents and boards of education, through this bureau. All persons interested are requested to make use of it.

The Extension Department publishes a brief circular descriptive of its work. Those interested should write for the circular. All communications should be addressed to Walter Barnes, Head of the Extension Department.

JUNIOR ACADEMIC CLASS

1920-1921

NAME.	POST OFFICE	COUNTY	S. S.	1st. Sem.	2nd. Sem.	Sp.
Allman, Floy	Cox's Mills	Gilmer		*	*	
Baker, R. Frank	Gassaway	Braxton				*
Bishop, Helen A.	Grafton	Lewis		*	*	
Cline, Leah B.	Elizabeth	Wirt			*	
Cross, Daisy	Fairmont	Marion				*
Dinnin, Lucy	Pennsboro	Ritchie				*
DeBerry, Mary B.	Terra Alta	Preston		*		
Funk, Margery	Fairmont	Marion	*	*	*	
Davis, Holland	Pullman	Ritchie		*		
Floyd, Lola	Barrackville	Marion				*
Hawkins, Wilma	Fairmont	Marion				*
Kincaid, Mary	Little Falls	Monongalia				*
Lambert, Louise	Grafton	Taylor				*
Lambert, Minta	Grafton	Taylor		*	*	
Lynn, Mary	Benton's Ferry	Marion		*	*	
McQuain, Adam	Orlando	Braxton	*			*
Riley, Mary	Fairview	Marion				*
Roberts, Odgar	Hundred	Wetzel		*	*	
Rust, Herschel	Colfax	Marion	*			*
Stanley, Mary	Fairmont	Marion		*	*	
Swisher, Jettie	Fairmont	Marion		*	*	
Wilson, Amanda	Elizabeth	Wirt	*			*
Yoho, Flossie	Cameron	Marshall		*	*	
Vandergrift, Timothy	Colfax	Marion		*	*	
Total for year			3	11	10	12

SENIOR ACADEMIC CLASS

Allman, Joy	Cox's Mills	Gilmer		*	*	
Durrett, Charles	Kingmont	Marion		*	*	
Fahey, Patrick	Fink	Lewis	*	*	*	
Giffin, Louis	Fairmont	Marion	*	*	*	
Goodwin, Dessie	Fairmont	Marion		*	*	
Robinson, Beulah	Shinnston	Harrison		*	*	
Robinson, Emzie	Shinnston	Harrison		*	*	
Shaw, McKinley	Colfax	Marion		*	*	
Ferguson, Henry	Fairfax, Va.			*	*	
Tarleton, Arban	Watson	Marion		*	*	
Total for year			2	10	10	

SHORT COURSE CLASS

NAME.	POST OFFICE	COUNTY	S. S.	1st. Sem.	2nd. Sem.	Sp.
Berry, Laura Marier	Wyatt	Harrison		*	*	
Boatman, Mrs. C. E.	Fairmont	Marion	*	*	*	
Bracey, Eliza	Morgantown	Monongalia		*	*	
Carpenter, Bernice	Fairmont	Marion		*	*	
Conner, Mary K.	McMechen	Marshall		*	*	
Crim, Margaret	Barrackville	Marion		*	*	
Cunningham, Gertrude	Parkersburg	Wood		*	*	
Gibson, Ila Kathryn	Grafton	Taylor				*
Handley, Frances	Benwood	Marshall		*	*	
Hunt, Garrett	Burton	Wetzel			*	
Lott, Phyllis Kidder	Jenkins, Ky.					*
Ridgway, Mildred	Barrackville	Marion		*	*	
Sprigg, Georgie	Sutton	Braxton			*	
Stanley, Marjorie	Fairmont	Marion		*	*	
Stanley, Marporie	Fairmont	Marion				*
Tennant, Sallie	Fairview	Marion				*
Thompson, Avilda	Davis	Randolph		*	*	
Total for year			1	11	13	4

JUNIOR NORMAL CLASS

NAME.	POST OFFICE	COUNTY	S. S.	1st. Sem.	2nd. Sem.	Sp.
Ammons, Bessie	Mannington	Marion	*	*	*	
Bock, Anna Beatrice	Farmington	Marion	*			*
Baker, Pansy	Pullman	Ritchie		*	*	
Banfield, Lillian Ruth	Fairmont	Marion		*	*	
Bogdonovich, Anna	Davis	Randolph		*	*	
Boggess, Pauline	Fairmont	Marion		*	*	
Brady, James	Fairmont	Marion				*
Brand, Olive Augusta	Farmington	Marion		*	*	
Brock, Dorothy	Fairmont	Marion		*	*	
Clayton, Alta	Pullman	Ritchie		*	*	
Clelland, Allene	Fairmont	Marion		*	*	
Collins, Willa	Fairmont	Marion		*	*	
Crane, Beatrice	Pine Grove	Wetzel				*
Criss, Jennings	Watson	Marion		*	*	
Cunningham, Etta	Fairmont	Marion		*		
Dean, Seldon	Fairmont	Marion		*		
Eliason, Ruth	Fairmont	Marion		*	*	
Ervin, Clallie	Nutter Fort	Harrison		*	*	
Feather, Paul	Fairmont	Marion		*		
Gundlach, Lucille	Mannington	Marion		*	*	
Hall, Linn V.	Fairmont	Marion		*	*	
Hamilton, Ruth Marie	Fairmont	Marion		*	*	
Hanley, Ethel	Grafton	Taylor		*		
Harden, Hearl	Fairmont	Marion		*	*	
Hawkins, Virginia	Fairmont	Marion		*	*	*

JUNIOR NORMAL CLASS (Continued)

NAME.	POST OFFICE	COUNTY	S. S.	1st. Sem.	2nd. Sem.	Sp.
Hennen, Lucille	Mannington	Marion				*
Hennen, Wilbur	Fairmont	Marion			*	
Hess, Genevieve	Mannington	Marion		*	*	
Hite, Edith	Fairmont	Marion		*	*	
Horner, Irene	Fairmont	Marion		*	*	
Howard, Mary Kathryn	Fairmont	Marion		*		
Hughes, Mary Gae	Shinnston	Harrison		*	*	
Ice, Ethelyn	Fairmont	Marion		*	*	
Kelley, Eunice	Fairmont	Marion		*		
Knight, Margaret	Fairmont	Marion	*	*		
Knight, Albert B.	Fairmont	Marion		*	*	
Leach, Emma Haddox	Grafton	Taylor				*
Lewis, Anna	Fairmont	Marion		*	*	
Lough, Virginia	Fairmont	Marion		*	*	
Maple, Josephine	Fairmont	Marion		*	*	
Martin, Seba James	Shinnston	Harrison		*	*	
Michie, Arthur	Fairmont	Marion		*		
Menear, Augusta	Fairmont	Marion		*	*	
Meredith, Jamison	Fairmont	Marion		*		
McCray, Paul	Fairmont	Marion		*	*	
McGee, A. Lazier	Shinnston	Harrison		*	*	
Michel, Vemba	Barrackville	Marion		*		
McCray, Frances	Fairmont	Marion		*	*	
McCoy, Achsah	Farmington	Marion		*	*	
McElroy, Eleanor	Fairmont	Marion		*	*	
Parrill, Mary	Fairmont	Marion		*	*	
Poling, Aileen	Fairmont	Marion		*	*	
Reed, Otis	Fairmont			*		
Reese, Cora Olive	Farmington	Marion	*			*
Robinson, Vera	Shinnston	Harrison		*	*	
Rock, Sam K.	Fairmont	Marion		*		
Romino, Leonard	Fairmont	Marion		*	*	
Moore, Ruby	Wallace	Harrison	*			*
Ryan, Helen	Fairmont	Marion		*	*	
Roush, Mary	Fairmont	Marion			*	
Scrannage, Mary	Grafton	Taylor		*	*	
Sharp, H. Sutton	Fairmont	Marion		*		
Sellers, Louise	Fairmont	Marion		*	*	
Shough, Edna	Hundred	Wetzel				*
Springer, Thomas	Fairmont	Marion		*	*	
Stewart, Ernest Lee	Fairmont	Marion		*	*	
Tabler, Isabella	Mannington	Marion		*	*	
Spedden, Jane	Fairmont	Marion		*		
Tetrick, Irene	Fairmont	Marion		*	*	
Turkovich, Mary	Monongah	Marion		*	*	
Watkins, Gladys	Hoult	Marion		*	*	
Watson, Crystal	Metz	Marion	*			*
Watts, Sara	Fairmont	Marion		*	*	
Wilhelm, Margaret	Farmington	Marion		*	*	
Wise, Nellie M.	Fairmont	Marion		*	*	
Total for year			3	65	52	9

SENIOR NORMAL CLASS

NAME.	POST OFFICE	COUNTY	S. S.	1st.	2nd.	Sp.
Ammons, John W. D.	Mannington	Marion		*	*	
Boggs, Kathryn	Sutton	Braxton				*
Bush, Roxie	Cox's Mills	Gilmer		*	*	
Brand, Naomi	Mannington	Marion		*		*
Crawford, Annie Laurie	Elkins	Randolph		*	*	
Cowan, Margaret	Fairview	Marion	*			*
Duckwall, Margaret	Berkeley Spgs.	Jefferson		*	*	
Fink, Mary Sue	Gassaway	Braxton				*
Fuller, Jessie	Fairmont	Marion		*	*	
Feather, Ruth	Fairmont	Marion		*	*	
Frum, Mary	Fairmont	Marion		*	*	
Garrett, Zara	Hastings	Wetzel		*	*	
Gibson, Susan	Gregory	Braxton		*	*	
Gifford, Dora	Lost Creek	Harrison		*	*	
Goode, Lulu	Fairmont	Marion		*	*	
Grimm, Nellie	St. Marys	Pleasants			*	
Gilhardt, Marguerite	Fairmont	Marion		*	*	
Hamrick, Lulu	Rivesville	Marion		*	*	
Harden, Edna	Fairmont	Marion		*	*	
Hawkins, Nellie	Fairmont	Marion		*	*	
Hawkins, Nettie	Fairmont	Marion		*	*	
Hess, Edythe	Worthington	Marion		*	*	
Hoffman, Gladys	Gassaway	Braxton				*
Hutchinson, Alberta G.	Middlebourne	Tyler	*			
Hogue, Florence	Fairview	Marion	*			*
Daniels, Cora Isner	Elkins	Randolph		*	*	
Jackson, Retha	Lost Creek	Harrison	*			*
Leaman, Kate	Fairview	Marion		*	*	
Lough, Lucille	Fairmont	Marion		*	*	
Martin, Myra	Monongah	Marion		*	*	
Martin, Betty	Enterprise	Harrison	*	*		*
Michael, Madge	Fairview	Marion		*	*	
Morris ,Hazle	Kingwood	Preston		*	*	
Morris, Ruth	Enterprise	Harrison		*	*	
Musgrave, Ruth	Fairmont	Marion	*	*		
Noland, Velda	Davis	Randolph	*	*		
Ours, Ruth	Barrackville	Marion		*	*	
Pigott, Gladys	Enterprise	Harrison	*	*		*
Price, Grace	Mannington	Marion		*	*	
Potter, Iona	Baxter	Marion		*	*	
Prunty, Eupha	Fairmont	Marion		*	*	
Renner, Ella	Hundred	Wetzel		*	*	
Ross, Ruth	Fairmont	Marion		*	*	
Shawhan, Hugh	Hepzibah	Harrison		*	*	
Shough, Ruth	Hundred	Wetzel		*	*	
Springer, Eva	Fairmont	Marion		*		*
Smith, Ida F.	Fairmont	Marion	*	*		
Snyder, Gladys	Morgantown	Monogalia		*	*	
Sturm, Mary Marjorie	Shinnston	Harrison		*	*	
Sturm, Mary M.	Enterprise	Marion		*	*	
Stewart, Iola	Fairmont					

SENIOR NORMAL CLASS (Concluded)

NAME	POST OFFICE	COUNTY	S. S.	1st. Sem.	2nd. Sem.	Sp.
Stephenson, Sara	Weston	Lewis		*	*	
Santee, J. W.	Mannington	Marion	*			*
Thorne, Dorothy	Rivesville	Marion	*	*	*	
Vincent, Irene	Haywood	Harrison		*	*	
Vincent, May Poe	Fairmont	Marion		*	*	
Underwood, Anna	Fairview	Marion	*			*
Watkins, Gladys	Hoult	Fairmont		*	*	
Webb, Mary Ruth	Shinnston	Harrison	*			*
Eliason, Mary	Atlantic City N. J.		*			
Total for year,			14	48	42	13

SPECIAL STUDENTS.

Greer, Mary Hartley	Fairmont	Marion		*		
Shreve, Elma Ruth	Fairmont	Marion		*	*	
Stanhagen, Irene	Fairmont	Mairon		*	*	
				3	2	

SUMMER SCHOOL 1920.

NAME.	POST OFFICE
Kenneth Abbott	Fairmont
Elizabeth Akins	Fairmont
Ruth Virginia Alderton	Davis
Bessie E. Ammons	Mannington
Elsie V. Anderson	Monongah
Ocie Atha	Wallace
James Edwin Bassel	Mt. Clare
Mrs. Leafy Boatman	Fairmont
Anna B. Bock	Farmington
Carl B. Binns	Fairmont
Margaret Broadwater	Clarksburg
Frankie E. Bryner	Worthington
Iva G. Bryner	Worthington
Sara Louise Burns	Fairmont
Ruth Elizabeth Carr	Wheeling
Josephine Clelland	Farmington
Arley Clovis	Burton
Alta Clovis	Burton
Lewis R. Cole	Shinnston
Flossie Conaway	Board Tree
Margaret Cowan	Butler, Pa.
Lillian Ethel Crawford	Shinnston
Hazel Cunningham	Hepzibah
Mrs. Cora Daniels	Elkins
Daniel H. Davis	Pullman
Hattie Davis	Hammond
Velma Danser	Tunnelton
Irene DeDGarmo	Wadestown
Bearl Drummond	Hepzibah
George T. Durig	New Martinsville
Georgia Dye	Mineral Wells
Virginia Eastman	Fairmont
Flossie Eddy	Fairview
Leila C. Evans	Mannington
Vivian Flowers	Fairview
William Fortney	Fairmont
Marguerite Freeman	Parsons
Elizabeth Fry	Mannington
Harriet Ruth Galliher	Independenece
May Gibbons	Hundred
Teresa Gibbons	New Martinsville
Susan Gibson	Gregory
Nellie Glover	Fairmont
Lalia Goff	Tunnelton
Marie Grapes	Hepzibah
Anna Mae Halstead	Bays
Jennie O. Halstead	Bays
Helen L. Hamilton	Fairmont
Catherine Harvel	Shinnston
Mary I. Hayhurst	Fairmont

Flossie B. Heck ..... Fairmont
Mary Etta Huddman ..... Chester
Eva B. Romine ..... Clarksburg
Lena Grace Robinson ..... Barrackville
Nellie Vera Rosencrance ..... Beverly
William Everett Rush ..... Earnshaw
Blanche Sands ..... Pine Grave
J. W. Santee ..... Mannington
Bessie Schilansky ..... Thomas
Lelia Schilansky ..... Thomas
Ethel Anna Schwartz ..... Gormania
Bess Seckman ..... Belmont
Ethel L. Sellers ..... Fairmont
Maud Ethel Shahan ..... Independence
Sadie Shaw ..... Colfax
Edna E. Shingleton ..... Grafton
Mary Ruth Shough ..... Hundred
Minnie Olga Shriver ..... Grafton
Mrs. Mary Shurtliffe ..... Paden City
Helen M. Shuttlesworth ..... Clarksburg
Hazeltine Sinee ..... Blacksville
Edwin Smith ..... Wadestown
Ida Frances Smith ..... Fairmont
Lenora Kate Smith ..... Ripley
Opal Smith ..... Monongah
Wilma Smith ..... Clarksburg
Cora P. Snider ..... Fairmont
Gypsy Snodgrass ..... Smithfield
Elizabeth Snopps ..... Bulltown
Gladys Snyder ..... Morgantown
Marporie Stanley ..... Fairmont
Enid Stephenson ..... Weston
Willa L. Stephenson ..... Weston
Bertha Stewart ..... Montana
Mary B. Stewart ..... Fairview
Annie G. Straight ..... Fairview
Susie Straight ..... Rivesville
Ella Sturm ..... Viropa
Ward Sturm ..... Fairmont
Lenna Sturms ..... Davis
Katherine Swager ..... Clarksburg
Mae Talkington ..... Hundred
Ora Talkington ..... Barrackville
A. L. Thomas ..... Mannington
Normal Tolley ..... Lost Creek
Daisy E. Turner ..... Independence
Anna Jane Underwood ..... Fairview
Tim Vandegrift ..... Colfax
Mabel L. Vogan ..... Mannington
Naomi Walker ..... Fairmont
Lawrence A. Wallman ..... Fairmont
Wesley Ward ..... Lost Creek
Crystal Vista Watson ..... Metz
Ruth Mary Webb ..... Shinnston
Hildred Naruib Weeter ..... Shinnston
Julia M. White ..... Nutter Fort
Mildred Whitman ..... Thomas
Teresa Williamson ..... Farmington

Mrs. Bertha Wilson	Fairmont
Florence Hogue	Fairview
Lena Grace Hotsinpillar	Fairview
Viola Hoyt	Thomas
Lillian O. Johnston	Mannington
Lucy Pearl Judge	Pine Grove
Hazell Klepful	Grafton
Margaret B. Knight	Fairmont
Rebecca Knight	Clarksburg
Marian Kramer	Fairmont
Hallye Lawrence	Davis
W. E. Leach	Grafton
Kat U. Leaman	Fairview
Raymond C. Lee	Middlebourne
Beatrice Lentz	Parsons
Irene Lentz	Parsons
Geneva Leonard	Fairmont
Phyllis K. Lott	Jenkins, Ky.
Mamie Lough	Franklin
Ruth Ellen Loughhead	Procious
Howard E. Matthew	Grafton
Mary E. Mayers	Fairmont
Velma Mayne	Enterprise
Beryle McIntire	Worthington
Adam McQuain	Orlando
Sylvia A. Lercer	Farmington
Maude V. Merrifield	Fairmont
Madge Michael	Fairview
Mrs. Svelyn Michaels	Mannington
Otis Huffman Milam	Persinger
Clara V. Moats	Grafton
McKinley Monroe	Brown
Ruby Moore	Wallace
Maree Morris	Fairmont
Grace Mundell	Lost Creek
Elizabeth Murphy	Littleton
Nelle Murph	Littleton
Velda Noland	Davis
Anna O'Dea	Littleton
Bernadette O'Dea	Littleton
Ruth Virginia Ours	Fairmont
Pauline Parker	Morgantown
Mildred Parsons	Rivesville
Selma K. Parsons	Davis
Pearl Peek	Bridgeport
Frances Plotts	Chester
Laura Ivie Pyles	Newburg
Estelle E. Randall	Shinnston
Harvey G. Reed	Lost Creek
Hazel Reed	Mannington
Cora O. Reese	Farmington
Neva D. Reeves	Admaston
Helen L. Reitz	Elkins
Elizabeth Rex	Hundred
Lucy Rex	Broomfield
Mary Reynolds	Burnsville
Charles L. Righter	Shinnston
Hazel Elizabeth Wilson	Belington

Ida Evelyn Wilson	Flemington
Nelle G. Wilson	Fairmont
Ruth Augusta Wood	Morgantown
Mrs. Cedar G. Worthington	Terra Alta
Effie Virginia Wotring	Morgantown
Persis Young	Clarksburg

ENROLLMENT BY COUNTIES.

Marion	174
Harrison	39
Wetzel	22
Lewis	17
Monongalia	11
Braxton	13
Randolph	12
Preston	10
Ritchie	6
Tyler	5
Taylor	14
Wirt	7
Marshall	2
Tucker	6
Wood	4
Jefferson	1
Pleasants	1
Kentucky	1
Pennsylvania	1
Alabama	1
Virginia	1

FAIRMONT STATE NORMAL SCHOOL
ENROLLMENT FOR YEAR 1920-21.

	BOYS	GIRLS	TOTAL
Senior Normal Class	5	77	82
Junior Normal Class	10	71	81
Senior Short Course Class	2	17	19
Senior Academic Class	5	5	10
Junior Academic Class	5	7	12
Spring Term, Unclassed	13	35	48
Summer School	20	153	173
	62	378	425
Counted twice	5	15	19
Total for year	58	358	406
Extension Classes	31	76	107
Grand Total for year	89	434	513

Desk Copy —
Library

CATALOG

of

Fairmont State Normal School

For 1922-1923

FAIRMONT
W. VA.

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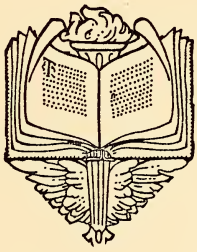

For 1922 - 1923

FAIRMONT
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FAIRMONT STATE NORMAL SCHOOL

For 1922-1923

CALENDAR FOR 1922-23

First Semester opens September 20.
Christmas vacation begins December 20.
School resumes January 3.
First Semester closes February 2.
Second Semester opens February 5.
Spring vacation begins April 12.
Spring Term opens April 17.
Commencement June 15.
Summer Term opens June 18.

All requests for information should be addressed to

JOSEPH ROSIER, President
State Normal School,
Fairmont, West Virginia.

THE STATE BOARD OF CONTROL

403 Capitol Street,

Charleston.

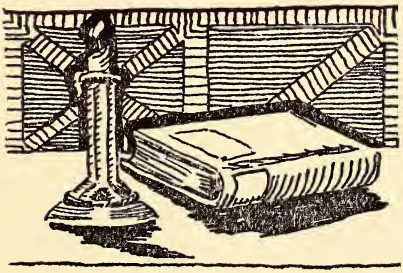
James S. Lakin, President.....Charleston

J. Walter Barnes, Treasurer.....Charleston

J. S. Darst, Member.....Charleston

Roy Reger, Secretary.....Charleston

The State Board of Control has charge of the financial and business affairs of the State educational institutions.



THE STATE BOARD OF EDUCATION

State Capitol Building

Charleston

George M. Ford, President ..... Charleston

L. W. Burns, Vice President ..... Grafton

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Earle W. Oglebay ..... Wheeling

Mrs. Lena Lowe Yost ..... Huntington

J. Frank Marsh, Secretary ..... Charleston

The State Board of Education has charge of all matters of a purely scholastic nature concerning the State educational institutions.

FACULTY 1921-1922

Joseph Rosier, A. M.
President.

Walter Barnes, A. M.
Assistant to the President, Head of Extension Department and English Department, Instructor in Methods in English.

Francis Shreve, Ph. D.
Head of Education Department, Instructor in Psychology and Principles of Education.

E. L. Lively, A. M.
Director of Short Course, Instructor in Agriculture and in Sociology.

Dorcas Prichard, A. M.
Dean of Women, Instructor in History.

Ethel Ice, A. M.
Registrar, Instructor in Modern Languages.

Frank S. White, A. M.
Instructor in Education.

Blanche Gibson, A. B.
Instructor in Education, Supervisor in Training School.

Maude M. Hull, A. B.
Instructor in Education, Supervisor in Training School.

Harold F. Rogers, A. M.
Instructor in Chemistry and Physics.

Laura F. Lewis, A. M.
Instructor in English.

Mrs. N. R. C. Morrow, A. M.
Instructor in English.

E. E. Mercer, A. B.
Instructor in English and in Mathematics.

Virginia Gaskill
Instructor in Domestic Science.

Eva Compton, B. Sc.
Instructor in Domestic Art.

Laura E. Briggs
Instructor in Drawing.

Irene Osborn
Instructor in Vocal Music.

Kathryn Beltzhoover
Instructor in Piano and Organ.

Rachel Toivenen
Instructor in Physical Education.

I. O. Ash, A. M.
Instructor in Education, Summer School.

Homer C. Toothman, A. B.
Instructor in Education, Summer School.

Mrs. Emory F. McKinney
Librarian.

Jane Conklin Ashcraft
Secretary.

TRAINING SCHOOL FACULTY.

Evelyn Prickett, Principal.

Beryl Morgan, Eighth Grade.

Florence White, Seventh Grade.

Louise Leonard, Sixth Grade.

Carolyn Barns, Fifth Grade.

F. Willard Clayton, Fourth Grade.

Ida Agnes Orr, Third Grade.

Agnes Irwin, Second Grade.

Willa Leonard, First Grade.

FACULTY COMMITTEES

Classification and Grades

Mr. Barnes Mr. Shreve Mr. Lively
Mr. Rogers Mr. Rosier

Employment and Recommendation

Mr. Rosier Mr. Barnes Miss Ethel Ice

Social

Miss Prichard Mr. Barnes Miss Toivenen

Library

Mr. Mercer Miss Lewis Mrs. McKinney

Chapel

Mrs. Morrow Miss Osborn

CLASS OFFICERS

Academic, Miss Lewis.

Senior Short Course, Mr. Lively.

Junior Normal, Mr. Rogers.

Senior Normal, Mr. Shreve.

INSTRUCTIONS TO NEW STUDENTS.

1. Read this catalog through carefully, then if there are any questions you wish to ask, write directly to Joseph Rosier, President State Normal School, Fairmont, West Virginia.

2. If you are to stay at home while attending the Normal, you need not make any arrangements previous to enrolling. Come to the Normal School building on September 20th or as soon thereafter as possible, and directions for enrolling will be given you after you arrive at the building.

3. If you are not able to remain at home while attending the Normal School it is best to make arrangements for room and board before you come to Fairmont. All young ladies entering the Normal will be expected to engage rooms at the Woman's Hall, unless they have permission to stay with relatives or friends in the city. In any case they should write Miss Dorcas Prichard, Dean of Women, concerning the place where they are to stay while students in the Normal.

4. If you are a graduate of a four-year High School, you become upon your entrance a member of the Junior Normal class. Your High School grades will be accepted at their full value regardless of what the subjects are. Ask the principal of the High School from which you graduated to send a full and accurate statement of all the work you did, to Miss Ethel Ice, Registrar. If possible, have this done before you enter the Normal School.

5. If you have completed at least three year's work in a High School, you can enter the Normal and secure Academic work to complete the fourth year High School work, but you will not be given a diploma nor counted as a graduate of the Normal School.

6. If you are a graduate of a four-year High School and have done advanced work in some college or Normal School of approved standing, the work you have done there will be accepted at its full value at Fairmont Normal. Have all the grades you have made at other institutions certified to the Registrar of the Normal. When you send in this statement, request that the committee on classificaions and grades pass upon your credits and give you your rating. This committee will tell you how much work you have to complete to finish either the Standard or the Short Course, whichever you wish to enter. No one can finish either

course, however, no matter how many credits he brings from other institutions, until he has been in actual residence at the Normal School for at least two terms or one-half year.

7. If you are a teacher of maturity and experience, some credit on the Normal School Course will be granted you by the committee of classifications and grades. The amount of credit given varies with the value of the experience in teaching as determined by the committee, but in the Standard Normal Course it cannot exceed a total of 12 semester hours.

GENERAL INFORMATION

Fairmont State Normal School exists to prepare teachers. More specifically, it exists to prepare teachers for the elementary schools of Central and Northern West Virginia. It is not in any sense a competitor with the high schools of the state or with colleges or professional institutions of the state; it has its own special field of endeavor and is satisfied to do the valuable work entrusted to it.

The Normal School graduates over a hundred teachers every year. It sends out, to twenty or more counties in this part of West Virginia, well-prepared and well-trained young men and women to teach in the cities, villages, and rural communities. Each one of these teachers influences twenty or thirty boys and girls every year, so that the work of the Normal School is affecting the educational conditions all over this section of the state. Undoubtedly, much of the progressive, modern, wholesome spirit observable in the schools, much of the improvement in teaching methods, much of the educational reform that has been sweeping over the central and northern counties of the state, has been due to the influence of Fairmont Normal. Having found a rich sphere of service, this Normal School is concentrating all its energies and powers on making its contribution as effective and large as possible, ignoring everything that would hamper it in the carrying out of this one policy.

The Normal School is always the pivotal point of a public school system. If the Normal School is ineffective, the entire school system suffers, directly and seriously. The preparation and training of teachers is therefore an absolute essential to the success of a system of public education. Fairmont Normal School clearly recognizes this fact, and is endeavoring to discharge the tremendous responsibilities

committed to its charge. It is especially aware of the unusual conditions in education brought on by the Great War; the scarcity of teachers, new ideas of education, new duties thrown upon the public schools of America; and in attempting to give some assistance toward the solution of these vital problems Fairmont Normal feels that she is doing her share toward winning the war and preparing for the period of reconstruction after the war.

The Normal has fitted itself into the public school system of the state and articulates perfectly with all other parts of the system. It gives graduates of four-year high schools entrance without examinations or conditions of stipulating what subjects they must have had; it sets up no arbitrary standards, it makes no attempts to influence in his way the curriculum of the public schools. It has a special one-year course for those who wish to teach in villages of the country; it encourages specialization in definite kinds of teaching; it provides special work in physical training, children's games, story-telling, music, drawing, agriculture, English, manual arts of various kinds—in fact, whenever it has been possible, the Normal has endeavored to prepare teachers in all the new subjects and for all the new duties as they have been made apparent. Whenever it is evident that a desirable change in the public school system has taken place or is about to take place, Fairmont Normal has done its utmost to adjust its work, its ideals, its traditions, to this change.

One of the ways in which Fairmont Normal is of a special service to the teaching profession is in its helpfulness to teachers already in service. There are always many teachers who cannot afford to attend school for an entire year at one time. Through its special Spring and Summer Terms, and through its correspondence and extension classes, the Normal School comes to the aid of such teachers, making it possible for them to continue their academic and professional studies. Each year teachers in service graduate from the Normal School, the education obtained through experience in teaching being estimated liberally and counted toward graduation.

IDEALS AND SPIRIT OF THE SCHOOL.

Every educational institution develops, in the course of years, a distinctive and characteristic "school spirit." It is this, rather than the buildings or equipment or the faculty,

which most clearly distinguishes one school from another and gives each school almost a personal individuality.

Fairmont Normal's school spirit is well-known; the unusual ideals and traditions of the school are almost immediately perceived by the new students or the visitor. The spirit is attractive and wholesome, and it accounts for the feeling of intense loyalty and devotion which students and graduates show for the school.

Very prominent in Fairmont Normal is the richness and fineness of the social life of the students. For years it has been the tradition that Fairmont Normal students should engage in many diversified social activities, that Fairmont Normalites be acquainted with the best usages and trained in good breeding and the social arts. The authorities of the school believe that this is an important part of the education of any young man or woman, particularly of anyone preparing to teach. Parties, receptions, teas, picnics, formal and informal gatherings of various sorts are therefore recognized and encouraged as an essential feature in the life of Fairmont Normal—all of these, of course, being subject to the direction and supervision of the Dean of Women, and the Social Committee of the Faculty.

Another noticeable quality of the life at Fairmont Normay is the student freedom that prevails. The Faculty governs by suggestion and advice rather than by rules and strict regulations, thus throwing the responsibility for conduct largely upon the students themselves. Visitors to the Normal School are always impressed by the lack of friction, by the absence of visible authority, by the fact that the school seems to "run itself."

As a result of this liberality and freedom from imposed discipline, there has not been a serious case of misconduct or severe punishment at the Normal for several years. The authorities of the school believe that by thus giving the students more freedom of self-government and by placing more and more responsibility upon them as they show themselves worthy of it, they will be the better prepared for assuming the duties of teaching and the better prepared to accept responsibility and to display initiative.

A third feature of the school life at Fairmont Normal is the fine quality of the studentship. Hard, earnest, serious work is expected and exacted of the students. Those who are not willing to work diligently in the class room and in the many student activities and organizations, are not invited to attend Fairmont Normal. The life of the average

student at this institution is a very busy one; that is one of the traditions of the school, it is a part of the school spirit.

Finally, as Fairmont Normal is a teachers' school, the "atmosphere" is distinctly professional. "Teaching" is the subject most talked about throughout the school; the ambitions and hopes of every student center in teaching, it is the common goal of all. In consequence, there is a unanimity of purpose and effort, a singleness of aim that inspires all who attend the school and gives them zeal and enthusiasm for teaching.

All this makes Fairmont State Normal School a most excellent place for living a full, rich, happy, busy life, for securing inspiration and preparation to enter upon one of life's most important vocations: teaching.

HISTORY

Provisions for the establishment of the Fairmont State Normal School were made by the State Legislature of 1867, and an appropriation was provided for the inauguration of the work of the school. In the Act providing for the school, its purpose was declared to be that of educating and training teachers in the improved methods of instruction and discipline that would be of the best service to the common schools of the State. For more than fifty years the Normal School has striven to carry forward the purpose of its founders. Thousands of young men and women have been enrolled as students, and have felt the influence of the instruction which has been given, and hundreds have been graduated and are engaged in the different vocations of the State, exerting wide influence in public affairs. From the beginning, the Normal School gave prominence to the idea of teacher training, with the result that the graduates of the school are very prominent in the educational work of the State. The men and women whose names have appeared in the list of faculties have been widely known for their ability and scholarship, and the instruction which has been given by them has been far reaching in its effects.

In material and equipment, the Normal School has made steady advancement. In 1872 an appropriation was made by the State Legislature for the erection of a new building in conjunction with the local Board of Education. The building was completed and occupied in June, 1873. For many years, the building, standing at the corner of Main and Quincy streets, housed both the Normal School and the Public Schools of Fairmont. It has been entirely abandoned

for school use and is now used for factory purposes. In the year 1893 the Normal School was moved into a new building on Fairmont Avenue, between Second and Third streets. Several years ago the State authorities recognized the need of the institution for a larger site, with more room for buildings. The Board of Control, therefore, was authorized by the State Legislature to purchase new grounds at the far end of Locust Avenue, on the west side of Fairmont. The new site consists of eighteen and one-half acres of ground, ideally located for the institution. In January, 1917, the Normal School was moved into the magnificent new building, which is to be its home in the future.

LOCATION

The Fairmont State Normal School is located at Fairmont, West Virginia, on the Monongahela River, near the junction of the Tygarts Valley and West Fork Rivers. It is on the main line of the Baltimore and Ohio Railroad, and at the terminus of the Monongahela Railroad. It may be reached on the Monongahela Valley Traction Company interurban lines from Weston, Bridgeport, Clarksburg, Mannington and Fairview. It is the geographical center of one of the most populous sections of the state. Clarksburg, Grafton, Elkins, Mannington, Moundsville, Wheeling, Parkersburg and other important towns and cities are within a short distance; Fairmont is one of the most accessible cities of the State.

Fairmont is a busy, modern, progressive city of about 20,000 population, with a commission form of government, electric lighting, pure water supply—all the advantages and conveniences of a modern urban community. It has many fine churches of different denominations, and it has one of the best public school systems in the country. Its population is composed of an enterprising and wide-awake class of people. Its citizens take an active interest in education and all movements for the advancement of the community and the state. Many of America's famous public men and women and most noted speakers have been brought to Fairmont by some of the city's clubs and societies. For these reasons, it is an especially favorable location for an educational institution. Young people who attend the Normal School will come in touch with the progressive spirit of the city, in which the institution is located.

BUILDINGS AND CAMPUS

The main building is a fine example of classic architecture, and is one of the finest public buildings that has been erected by the State. With its architectural beauy, it combines a practical arrangement and equipment for school work. It stands in the center of the spacious new campus and commands a beautiful view of the sourrounding country. The building is 265 feet long, 65 feet wide, and three stories in height. The outside walls are made of light brick trimmed with limestone and terra cotta. Beautiful steps and approaches have been completed. It contains a fine auditorium, large library, study halls, society rooms, rooms for domestic science and domestic art, biological laboratories, chemical and physical laboratories, science lecture rooms, music rooms, offices, manual training, lunch rooms and general recitation rooms. Altogether the new building provides a commodious and well equipped home for the Normal School.

The womans' hall which will be ready for occupancy at the beginning of the school year of 1922-1923, is of the same architecture and material as the main building. It is situated in the rear and at right angles to the main building, with a beautiful view in all directions over the hills. The hall has accomodations for seventy-five young ladies, besides liberal provision for parlors, dining room and suites for the matron. The womans' hall will be in charge of a mature woman of experience and special training, so that the occupants will be as well cared for as they would be in their own home. All in all, the womans' hall is one of the finest dormitories in West Virginia.

A temporary wooden gymnasium has been constructed on the campus and is in constant use by students of the Normal School, and other schools in this community. It has one of the best basketball floors in the State. The Monongahela Valley Basketball Tournament is held here annually, and is one of the important events of the athletic year. The gymnasium provides splendid opportunities for the training of students in all indoor games and sports. It is the laboratory of the department of physical education.

The campus is rapidly becoming one of the most beautiful and picturesque grounds in the state. Several acres have been laid out in gardens, trees and shrubbery are being planted, walks laid, and other improvements made.

LIBRARY

Fairmont Normal has a useful and usable library of more than seven thousand volumes, in charge of a competent librarian and assistants. The books have been selected with care, with the special view of getting together the best books in the different fields of knowledge and literature and specifically in the field of education. Practically all the authoritative books on Education, all the classics in English and American Literature, and all well-known reference books are to be found in the library. Modern fiction and poetry are well represented.

The librarian and the members of the faculty do their utmost to make this splendid collection of books known to the students and to train the students in the rapid, intelligent use of the books. In most of the classes definite reference work is required and bibliogrophies are compiled; in English classes a book is read from the libraries each month, and special courses in the use of books and the library are given by the librarian and the English teachers.

In the library are to be found many of the most useful and popular newspapers and magazines, both educational and general. Students are allowed free access to these periodicals, and each week the librarian posts on the library bulletin lists of stories and articles most worth reading, so that the student may be assisted in finding what he wants to read. The library owns a large number of bound volumes of periodicals of recent years.

EXPENSES

It is the aim of the Normal School authorities to keep the expenses for students as low as is consistent with their being well provided for. Fairmont is not an inexpensive place to live, but the new womans' hall will allow of students being cared for at very reasonable cost. It is estimated that a student can attend school a year at Fairmont Normal for the following:

Board and Room	$300.00
Tuition and class expense	20.00
Laundry	30.00
Books and stationery	15.00
Miscellaneous	35.00
Total	$4 00.00

The above summary is estimated on the needs of the average student. Some students will spend considerably more than this, and some will be able to attend school for slightly less.

No one who desires to attend school at Fairmont Normal should become discouraged because he is not provided with sufficient money to pay all his expenses. There is abundance of work of various kinds for young men and women, in and about Fairmont, and any ambitious and energetic student can make his own way while attending school.

A good many young women students secure room for light housekeeping, and reduce the cost of living materially, especially if they can have some provisions sent them from home.

ORGANIZATIONS AND STUDENT ACTIVITIES

Student organizations and activities carried on by students have a distinct and notable place in the school. Recognizing that they encourage initiative and self-control, provide laboratory for development in English, teach parliamentary law, and train in appearing before the public, and realizing that this is of special value for teachers the authorities manifest keen interest in the conduct and success of the established organizations and the formation of new ones. Every student can find some kind of student work that fits in with his interest and talents.

STUDENT BODY

The entire school is organized into an association known as the Student Body. It fills an important place in the general work of the Normal School. Through this organization, receptions are arranged, officers of the "Bulletin" elected, special committees appointed, the Lecture Course directed, and many other services as they arise from time to time are rendered. A Student Body fee of $2.50 a year is required, of all students. This covers the cost of receptions, flowers, and additional expenses for the student body. It also entitles the students to a ticket for all numbers in the regular Lecture Course.

CLASS ORGANIZATIONS

Each class in school has its organization for social and educative purposes. A class officer from the faculty is in charge of each class group.

ATHLETICS

For many years athletics in various forms have occupied a prominent place in the life of the Normal School. Many athletes have gone from the institution to become leaders in the athletic activities of other institutions of learning. An effort has been made lately to organize the athletic life of the institution and to place it upon a better basis. A new Constitution has been adopted, providing for a better student organization in the management of the various athletic teams. In the future an effort will be made to provide for all the different forms of athletics. Competent coaches will be provided and plans are being perfected for a wide range of athletic and physical activities for both young men and young women. It is the purpose of the management of the institution to make the athletics a helpful part of the school life. Reasonable scholastic requirements will be made of those who participate in athletic games under the auspices of the school. A constant effort will be made to surround all athletic contests with proper moral conditions.

Football, basketball, baseball, tennis and track athletics furnish the means for physical activities. As far as practicable, arrangements are made for both young men and young women to participate in these activities. Class teams, regularly organized, and class contests are provided. It is the aim of the institution to encourage proper rivalry among the classes so as to furnish adequate opportunities for all students who can profit from participation in competitive contests. During the present year tennis courts have been built and equipped for the use of those students who enjoy this form of sport.

Special attention is given to the physical well-being and development of the young ladies. A competent instructor gives gymnasium work. Swedish exercises, games, and plays; and all young ladies are required to take this work.

SCHOOL PUBLICATIONS

Fairmont Normal has two publications: "The Bulletin," a fortnightly news magazine and "The Mound," a year book. Both of these publications are in the hands of the students, subject to faculty supervision. They provide a means of self-expression for those interested in any form of writing.

YOUNG WOMEN'S CHRISTIAN ASSOCIATION

The purpose of the organization is to unite the women of the institution in loyalty to Jesus Christ and to lead them to accept Him as their personal Savior. It further seeks to enlist their devotion to the Christian Church and to the religious work of the institution.

It is the policy of the organization to co-operate with every phase of school life, to help uphold the standards of the school and to serve the school as a whole, each individual of the school, and the community whenever it is possible. In order to carry out this policy, the Association is divided into a number of communities through which it does its work.

The meetings committee plans the programs for each week. The social service committee looks after the sick and discouraged student, and through co-operation with the local Associated Charities gives students some experience in modern social service work. The social committee has as its policy the fostering of friendliness throughout the school, of helping to keep high standards of social life, and of giving a series of parties that will satisfy the various needs of the school.

The Association has been particularly active in the war work during this past year. The weekly programs have dealt with war problems; the different communities have done Red Cross and other war work.

DRAMATIC CLUB

The Normal School students have organized a dramatic club, which has been very much in evidence during the past year. All those students who have dramatic talent and who wish to obtain training and practice in this activity, are invited to join. During the year 1921-22 the club gave three plays, one of which was open to the public, the other two being given in Chapel. The dramatic club is adding much to the richness and variety of school life.

HIKERS CLUB

The young ladies of the school have organized a hikers' club which is active especially in the fall and spring months. The purpose of this club is to take hikes out from Fairmont through the country and the nearby towns. Any girl student in school may join this club. Miss Toivenen, director of physical education, is leader of this organization.

GLEE CLUBS

Fairmont State Normal has two Glee Clubs: one for the young men and one for the young women. These are voluntary organizations. All students having musical ability belong to one or the other of these organizations, and meet once a week throughout the year for practice and rehearsals. Once or twice during the year the two organizations combine to give a joint public program. Miss Osborn, teacher of vocal music in the Normal School, is director of these clubs.

TRAINING SCHOOLS

Arrangements have been made with the Board of Education of Fairmont Independent District by which the Butcher School, located on Fourth street, is open to the regular Normal School Seniors for observation and practice teaching, and through the courtesy of the local school authorities the other schools of the city and community have been opened to those students who are taking the Normal Short Course.

Arrangements have been made with the Board of Education of Fairmont Independent District by which the White School, located on Locust Avenue; the Fleming School located on Virginia Avenue; the Miller School, located on Pennsylvania Avenue, and the Barnes School, located at Bellview, are open to the Short Course Seniors for observation and practice teaching. In these schools the students have an opportunity of observing and studying modern methods of teaching and management, and are required to do practice teaching under the supervision of the critic teachers and the director of the Short Course.

In the regular Training School there are eight grades, each one in charge of a competent critic teacher, and the whole school is under the supervision of a capable principal and a supervisor of student teaching, who is a member of the Normal School Faculty.

The observation and practice teaching of the students taking the Short Course are under the direction and supervision of the Director of the Short Course.

Every Normal School student, before graduation, is required to spend one hour each day for at least eighteen weeks, in the training school. Before entering upon this work, the student will be expected to complete the courses in Psychology and General Method. At least one hour a

week of observation will be required of Junior Normal students during the latter part of the junior year. The great aim of the work in training school is to establish a harmonious relation between the educational theories learned in the class room, and the actual and concrete process of teaching in the school. Students are made to realize their own sense of responsibility and personal initiative, and to apply, in their own way, the educational principles which they have learned. At all times the fact is kept prominent that pedagogical theory should be a constant stimulus to educational practice, and that the practice of education is a constant testing, of its theory, and that in this mutual process takes place the advancement of education and he betterment of methods of teaching.

COURSES OF STUDY

Fairmont State Normal School is now a genuine Normal School. Beginning with 1920, the academic course, corresponding to the high school course, was eliminated. The only high school work retained is that which is needed for the completion of the Short Course. No student under eighteen years of age is permitted to enroll in the academic work of this Short Course, it being understood that students under that age will secure their high school education at the high school nearest them. Undoubtedly the elimination of the academic course has enabled the Normal School to function more appropriately as a teacher training school.

The Normal School now offers two courses of study: the standard two-year Normal Course and the Short Course.

Before studying the different courses the student should learn the following definitions:

A unit is the credit for taking a subject five recitation periods (45 minutes each) per week for a whole school year of not less than thirty-six weeks. For example, a student starting in English at the beginning of the fall term and reciting once a day in that subject till the end of the year in June would receive one unit credit in English. As a rule students earn four units a year, but exceptional students are sometimes able to earn more. The unit is used as the measure of credit for Secondary and Short Normal Courses.

An hour, usually called "semester hour" is the credit received for taking a subject one recitation period a week for a half-year (semester means half-year) or eighteen weeks, thus taking a subject five times per week for eighteen weeks would give the student five semester hours

credit. This term is usually used to count work above high school grade where recitation periods are one hour long. It will be seen that a student taking four subjects four times a week for a year should receive (32) "semester hours" credit. This is the amount of credit generally earned in a year.

Laboratory Credit. Two class periods in laboratory work are equivalent to one recitation period in a subject requiring preparation for the recitation. This rule of measurement applies to all subjects not requiring preparation, such as physical training, music and drawing.

STANDARD NORMAL COURSES

ENTRANCE. A graduate of a four-year high school or a school of similar rank is admitted to these courses without examination or conditions, regardless of what subjects he has taken in the high school course.

PURPOSE. These courses are designed to prepare teachers for positions in the elementary schools of the towns and cities of West Virginia. Graduates of these courses are recommended for positions in the town and city school systems of the State.

LENGTH. These courses represent two full years of work above a four-year high school course. Sixty-four semester hours are required for graduation, but it is possible for the students to complete the sixty-four hours in less than two years, by taking extension courses, by attending summer terms and by doing extra work at the direction of the Committee on Classification and Grades. These courses are so arranged that a student can do a part of the work, then teach, if he wishes and later finish the courses.

RATE AT WHICH CREDIT CAN BE ACQUIRED. The maximum of credit hours allowed in these courses in any one year of thirty-six weeks, is thirty-six semester hours, unless special permission is granted by the Normal School Committee of Classification and Grades. This permission is granted only to exceptional students.

CERTIFICATE GRANTED. Graduates of these courses receive a certificate from the State of West Virginia, good for five years, and renewable almost indefinitely, so that it is practically a certificate for life. This enables the graduates to teach in any school in West Virginia, and it is usually

accepted by other states as equivalent to the highest certificate in those sates.

SALARY. Graduates of standard normal courses cannot receive, under the law of West Virginia, a salary of less than $100.00 a month. This is the basic salary for the first term of teaching. Most graduates of Fairmont Normal start in with a salary of from $110.00 to $140.00 a month.

RECOGNITION OF CREDITS. Work done in the Standard Normal Courses is considered equivalent to the Freshman and Sophomore years of a college or university course. According to an agreement with the authorities of West Virginia University, graduates of the Fairmont Normal School may be given ercdit for sixty semester hours on the regular work of the College of Arts and Sciences, and other good colleges and universities are still more liberal in accrediting the work of the Normal School. In this way it is possible for a student to obtain a teachers' certificate by two years' work at the Normal School, then later obtain a degree at a college or university by only two years' additional work.

CONTENTS OF THE STANDARD NORMAL COURSES

Students entering the Standard Normal Course have a choice of any one of four differentiated curricula: Primary, intermediate, junior high, and rural. The differentiation does not begin, however, until the second semester of the junior year, in order that students may have an opportunity, during the first semester, of deciding what work they wish to take. Certain subjects (called "constants," and marked with a star) are found in all the Standard Normal Courses. The electives are chosen from the list of subjects outlined in this catalog, but must be approved by the class officer.

PROGRAM OF STUDIES

PRIMARY CURRICULUM

JUNIOR YEAR

First Semester

Education 1. Introduction to Teaching	2 hours
Education 2. Educational Psychology	3
Physical Education 1. Physiology and Hygiene	3
Sociology 1. Social Relations	1
Electives	7
Total	16 hours

Second Semester

Education 3. Educational Psychology	3 hours
Education 4. Supervised Study	3
Physical Education 2. Teachers' Physical Education	2
Art 4. Drawing Methods	2
Electives	4
Total	16 hours

SENIOR YEAR

First Semester

English 7. Children's Literature	3 hours
Education 10. Educational Tests and Measurements	2
Education 8. Primary Methods	3
Education 5A. School Management	3
or	
Education 14A. Observation and Teaching	4
Music 3. Music Methods	2
Electives	2 or 3
Total	16 hours

Second Semester

Education 5B. School Management	3 hours
or	
Education 14B. Observation and Teaching	4
English 13. Story Telling	1
Electives	11 or 12
Total	16 hours

INTERMEDIATE CURRICULUM

JUNIOR YEAR

First Semester

Education 1. Introduction to Teaching	2 hours
Education 2. Educational Psychology	3
Physical Education 1. Physiology and Hygiene	3
Sociology 1. Social Relations	1
Electives	7
Total	16 hours

Second Semester

Education 3. Educational Psychology	3 hours
Education 4. Supervised Study	3
Art 4. Drawing Methods	2
Physical Education 2. Teachers' Physical Education	2
Electives	6
Total	16 hours

SENIOR YEAR

First Semester

Education 5A. School Management	3 hours
or	
Education 14A. Observation and Teaching	4
Education 10. Educational Tests and Measurements	2
Music 3. Music Methods	2
Education 9. Intermediate Methods	3
Sociology 2. Principles of Sociology	3
Electives	2 or 3
Total	16 hours

Second Semester

Education 5B. School Management	3 hours
or	
Education 14B. Observation and Teaching	4
Education 6 Educational Sociology	3
Electives	9 or 10
Total	16 hours

JUNIOR HIGH SCHOOL CURRICULUM

JUNIOR YEAR

First Semester

Education 1. Introduction to Teaching	2 hours
Education 2. Educational Psychology	3
Physical Education 1. Physiology and Hygiene	3
Sociology 1. Social Relations	1
Electives	7
Total	16 hours

Second Semester

Education 3. Educational Psychology	3 hours
Education 4. Supervised Study	3
Physical Education 2. Teachers' Physical Education	2
Electives	8
Total	16 hours

SENIOR YEAR

First Semester

Education 5A. School Management	3 hours
or	
Education 14A. Observation and Teaching	4
Education 10. Educational Tests and Measurements	2
Sociology 2. Principles of Sociology	3
Education. Methods of Teaching	4
Electives	3 or 4
Total	16 hours

Second Semester

Education 6. Educational Sociology	3 hours
Education 11. The Junior High School	2
Education 5B. School Management	3
or	
Education 14B. Observation and Teaching	4
Electives	7 or 8
Total	16 hours

The electives should be chosen largely from the two subjects that the student is preparing to teach in the junior high school. The subjects chosen must be approved by the class officer. The four hours in methods of teaching should be divided between these two subjects, two hours in each subject.

RURAL CURRICULUM

JUNIOR YEAR

First Semester

*Education 1. Introduction to Teaching	2 hours
*Education 2. Educational Psychology	3
*Physical Education 1. Physiology and Hygiene	3
*Sociology 1. Social Relations	1
Nature Study	4
Domestic Art	2
Elementary Music	1
Total	16 hours

Second Semester

*Education 4. Supervised Study	4 hours
*Physical Education 2	2
Agriculture	4
Music 2	2
Art 2	2
Electives	2
Total	16 hours

SENIOR YEAR

First Semester

Short Course Education 6. Rural Sociology	4 hours
Short Course Education 4. School Management	
or	
Short Course Education 7. Observation and Practice	4
Rural School Methods	3
Electives	5
Total	16 hours

Second Semester

*Education 6. Educational Sociology	4	hours
Short Course Education 4. School Management		
or		
Short Course Education 7. Observation and Practice	4	
Domestic Science for Rural Schools	2	
Electives	6	
Total	16	hours

SHORT NORMAL COURSE

ENTRANCE. Any one who has had three years of the high school work, is admitted to the senior class of the short course. A graduate of a four-year high school can do the work reuired in the Short Course in one year, unless the has not had a sufficient number of the subjects required in the Short Course to enable him to complete the required work in one year. In this case the student can nearly always finish the required work in one year and a summer term. Persons with experience or needing special classification should write to the president of the Normal School for particulars as to credits and admission.

PURPOSE. This course is designed especially for those preparing to teach in rural and village schools. Graduates of this course are recommended for positions in the rural and village schools of West Virginia.

LENGTH. This course represents four full years of work above the elementary school course. Sixteen units are required for graduation; but as explained above, work taken in high school courses counts on the Short Course, provided the high school subjects are those recognized in the Short Course. Persons of successful experience holding a teacher's certificate showing high grades on some subjects, may, by special examination, or by submitting reliable evidence of advancement beyond the eighth grade, secure special credit or advanced handling in some high school subjects. Such credit will be given at the discretion of the committee on Classification and Grades.

CREDIT FOR HOME STUDY. A limited amount of credit on the Short Course may be earned by regular work in Extension Classes on through Correspondence Study. Persons interested in these methods of securing credit should write to the Director of the Extension Department.

RATE AT WHICH CREDITS CAN BE ACQUIRED. The average amount of work that can be finished in this course in one regular year is four units. By permission of the Committee on Classification and Grades, exceptional students may be allowed to take four and a half units.

CERTIFICATE GRANTED. Graduates of this course receive a certificate from the State of West Virginia, good for three years and renewable for three-year periods. This certificate is good in any school in West Virginia, but it is recognized as especially designed for those wishing to teach in the country or village schools.

SALARY. Graduates of the Short Normal Course cannot receive less than ninety dollars a month. This is the basic salary for the first term of teaching. Most graduates of the Short Course of Fairmont Normal receive a salary of from $$100.00 to $$125.00 a month.

RECOGNITION OF CREDITS. Work done in the senior year of this Short Course is given full credit on the Standard Normal Course, but students who elect this course are not assured that the work done will be accredited in colleges and universities for advanced work. It should be remembered that the work in the Short Course is of the same rank as regular high school work. Graduates of a four year high school therefore, should not take the Short Cource if it is possible to take the Standard Normal Course, since the Short Course work will not be counted as advanced college work.

CONTENTS OF THE SHORT NORMAL COURSE

The Short Normal Course consists of Professional and Academic work. Of the sixteen units required for graduation, three and a half units consist of required professional work, arranged as follows:

Child Study or Elementary Applied Psychology	1-2 unit
Principles of Education	1-2 unit
School Management	1-2 unit
Principles of Studying and Teaching	1-2 unit
Sanitation and School Hygiene	1-2 unit
Rural Sociology	1-2 unit
Observation and Practice Training	1-2 unit

Of the remaining twelve and a half units (which is academic work) the following is required; unless the student

has taken the same amount of work in these subjects before entering the Short Course:

English	3 units
English History or Modern European History	1 unit
American History and Civics	1 unit
Agriculture	1 unit
Manual Training—for boys	
Home Economics—for girls	1 unit
Drawing and Music	1 unit
Physical and Commercial Geography	1-2 unit
General Science	1 unit
Physical Training	1-2 unit

The remainder of the sixteen units may be elected from the following subjects:

English	1 unit
Botany	1 unit
Chemistry	1 unit
Physics	1 unit
Horticulture	1-2 unit
School Gardening	1-2 unit
Elementary Sociology	1-2 unit
Poultry Raising	1-2 unit

The authorities of the school advise all prospective students who expect to be recommended for positions in the rural and village school of this State, to pursue the Short Course.

DESCRIPTIVE OUTLINE OF COURSES

EDUCATION

Education 1—INTRODUCTION TO TEACHING.

Two hours, first semester. Credit, two semester hours. Required in all the curricula. The aim of this course is to aid the prospective teacher in selecting wisely the type of educational service for which he desires to prepare himself. Each student in confronted with the practical problem of selecting the curricuulm which he will pursue throughout the remainder of his normal school life.

Education 2—EDUCATIONAL PSYCHOLOGY.

Three hours, first semester. Credit, three semester hours. Required in all the curricula. In this course the student is introduced to the principles of learning and teaching through exercises, experiments, readings, and class discussions. The topics treated are: the problems and methods of educational psychology, reactions and tendencies to reactions, native and acquired traits, feeling and emotion, sensation and perception, habit formation, memory, the laws of association, reasoning, imagination and imagery will, and personality.

Education 3—EDUCATIONAL PSYCHOLOGY.

Three hours, second semester. Credit, three semester hours. Required in all the curricula except the rural. This course is a continuation of Education 2. The chief topics are: the native equipment of human beings, the factors affecting the rate and progress of learning, mental tests and measurements, the transfer of training, and the psychology of learning school subjects.

Education 4—SUPERVISED STUDY.

Three hours, second semester. Credit, three semester hours. Required in all the curricula. The aim of this course is to prepare the student to direct effectively the learning activities of a group of pupils. The following topics receive careful consideration: the meaning of supervised study, types of classroom exercises, the essential factors of each type of exercise, and how to supervise each type of exercise. A minimum of one hour a week of observation in the training school is required in connection with this course.

Education 5A—SCHOOL MANAGEMENT.

Three hours, first semester. Credit, three semester hours. Required in all the curricula. This course deals largely with the problems of the classroom, but some attention is given to the more general problems of school administration and supervision. The chief topics are: the aim of school management, attendance, order and discipline, grading and promotion, the curriculum, the daily program, records and reports, the school law, and the teacher's relation to the principal, the supervisor, and the community.

Education 5B—SCHOOL MANAGEMENT.

Three hours, second semester. Credit, three semester hours. This course is a repetition of Education 5A.

Education 6—EDUCATIONAL SOCIOLOGY.

Three hours, second semester. Credit, three semester hours. Required in the intermediate and junior high school curricula. An attempt is made to apply the principles of sociology to the solution of educational problems. The following topics are considered; the sociological foundations of education, educational surveys, social factors in school administration, the socialization of discipline, the socialization of the program of studies, vocational aspects of socialized education, the socialization of teaching methods, and the essentials of a socialized school.

Education 7—THE TEACHING OF ENGLISH.

Three hours, second semester. Credit, three semester hours. Required in the junior high school curricula. (For a description of this course see English 8.)

Education 8—PRIMARY METHODS.

Three hours, first semester. Credit, three semester hours. Required in the primary curriculum. This course is devoted to a consideration of teaching in the primary department.

Education 9—INTERMEDIATE GRADE METHODS.

Three hours, first semester. Credit, three semester hours. Re-

quired in the intermediate curriculum. This course is devoted to a consideration of methods of teaching in the intermediate grades.

Education 10—EDUCATIONAL TESTS AND MEASUREMENTS.

Two hours, first semester. Credit, two semester hours. Required in all the curricula. The aim of this course is to acquaint the student with the recent developments in this field and to develop the ability to utilize the standard tests as a means of improving instruction. The following topics receive consideration: the technique of administering educational tests, scoring and tabulating the results, representing the results graphically, diagnosing the pupil's difficulties, the application of remedial measures, statistical terms and methods. A fee of one dollar is charged each student for the necessary material.

Education 11—THE JUNIOR HIGH SCHOOL.

Two hours, secenod semester. Credit, two semester hours. Required in the junior high school curriculum. This course deals with the development of the junior high school. The chief topics are: an historical survey of the junior high school, arguments for and against the junior high school, physiological and psychoolgical characteristics of adolescence, the curriculum, and the problems of administration and supervision.

Education 12—THE TEACHING OF MUSIC.

Four hours, first semester. Credit, two semester hours. (For a description of this course refer to the music department.)

Education 13—THE TEACHING OF DRAWING.

Four hours, second semester. Credit, two semester hours. (For a description of this course refer to the art department.)

Education 14A—OBSERVATION AND TEACHING.

Five hours, first semester. Credit, four semester hours. Required in all the curricula. This course consists of observation and practice teaching in the training school. A minimum of 90 hours of observation and teaching is required of each student.

Education 14B—OBSERVATION AND TEACHING.

Five hours, second semester. Credit, four semester hours. This course is the same as 14A. One-half of the seniors will enroll for 14A the first semester, and the other half, for 14B the second semester.

Education 15—SCHOOL SUPERVISION.

Two hours ,second semester. Credit, two semester hours, This is an elective course, for students desiring to qualify for the supervisor's certificate, dealing primarily with the supervision of instruction. To satisfy the requirements for a supervisor's certificate this course must be preceded by Education 5A or 5B.

Education 16—THE HISTORY OF EDUCATION IN THE UNITED STATES.

At the present time this course is offered only by correspondence. Credit, from one to three semester hours, depending upon the quality of work done by the student.

SHORT COURSE EDUCATION

Short Course Education 1—PRINCIPLES OF STUDYING AND TEACHING.

Four hours, first semester. This study aims to develop efficiency in teaching and in directing the study of pupils. The following topics are considered: The purposes of the recitation, the method of recitation, the art of questioning, and the assignment of lessons; also, the factors of proper study, and practical suggestions for teaching children how to study. Mr. White.

Short Course Education 2—CHILD STUDY.

Four hours, first semester and repated the second semester. Effective teaching involves a knowledge of the pupil as well as a knowledge of the subject matter. It is the aim of this course to acquaint the student with the dominant characteristics of child life. Topics: Physical growth and development, moral development, individuality, and the treatment of backward pupils. Mr. White.

Short Course Education 3—SANITATION AND HYGIENE.

Four hours, first semester. The purpose of this course is to study in a simple and untechnical way the problem of rural hygiene and sanitation. Several topics are considered such as: School grounds and buildings, heating and lighting of school houses, the water supply, drinking cups and fountains, sanitary toilets, ventilation, humidity, eye and ear defects, the hygiene of the teeth, stuttering, the hygiene of instruction, medical inspection, the hygiene of utensils and books; cleaning school rooms, duties of the school janitor ,and disinfectants. Mr. White.

Short Course Education 4—SCHOOL MANAGEMENT.

Four hours, first semester and repeated the second semester. This course deals with the problems of school management with special reference to the rural school. The following topics are considered: The daily program, the course of study, grading and classification, attendance, government, measuring the results of teaching, the school as a social center, club organization, the supervision of play, the library and its uses and the duties of the rural teacher. Mr. White.

Short Course Education 5—PRINCIPLES OF EDUCATION.

Four hours, second semester. The aim of this course is to give a brief survey of the broad field of educational principles, and the part education should play in rural life. Topics: the meaning and value of education, the aims of education, the subject matter of education, the means of education, methods in education, results of education, and education in the United States. Mr. White.

Short Course Education 6—RURAL SOCIOLOGY.

Four hours, second semester. This course is a treatment of such rural institutions as the church, the home, and the school. It discusses the rural, social and economic problems growing out of such topics as good roads, farm organizations, social life, recreation, isolation, religious life, education, with suggestions for their

soution. Emphasis is paced upon educational agencies. Miss Ice.

Short Course Education 7—OBSSERVATION AND PRACTICE TEACHING.

Five hours, first semester, and repeated the second semester. The student will spend one hour a day in the Training School for one semester. The work will consist of observation of the critic teachers and an actual practice in teaching. The students will meet with their training teacher one hour each week for a discussion of their work in the training school. One-half of the Short Course Seniors will take the work the first semester; the other half the second semester. Mr. Lively.

ENGLISH

The general aims of the course in English are three: first, to study a number of prose and poetic masterpieces of English and American authors and much of the best magazine writing, with the aim of introducing the student to representative literature, of training him in critical and appreciative powers, and assisting him in forming proper reading habits; second, to train the student in writing and speaking natural, idomatic, effective English; third, to acquaint the student with approved principles of teaching English in the elementary schools.

English 4—LITERATURE.

Elective for short course seniors four hours throughout year. One unit credit. The work of this year consists of study of literature by periods. Some of the great literature—both prose and poetry of historical periods in English and American literature is read—some of it closely, most of it rapidly. On one day each week special emphasis is placed on reading aloud. The aim of this work is to familiarize the student with the leading characteristics of the different writers and periods, by reading the literature. The teacher supplements this by lectures and discussions, and by assigning topics for special study. These assigned topics make up the composition work in the year. No text in History of Literature is studied; the students are expected to compile one by means of their reading, study of special topics, and the teacher's lectures. Magazines are used as texts a part of the year. Library work is re quired. One book each month is read on the outside. Oral Compositions and Business Letters are assigned frequently. Mrs. Morrow.

English 5—ADVANCED COMPOSITION.

Open to Normal Juniors and Seniors and Short-course Seniors. Prerequisite, four years of High School English. **Four hours, first semester.** Four hours' credit. Themes oral and written, brief and long; composition planning, making of bibliographs, lesson plans, questionnaires, examination papers, writing of business and social letters, papers for educational meetings, and articles

for educational magazines, expositions and arguments on subjects connected with teaching; story telling and oral reading, dictionary and library work. Some educational magazines are studied. Mr. Barnes and Miss Lewis.

English 6—Continuation of English 5. Four hours, first semester. Four hours' credit.

English 7—CHILDREN'S LITERATURE.

Open to Normal Juniors and Seniors and Short-course Seniors. **Three hours, first semester.** Three hours' credit. Text, lectures, discussions, library work, and extensive readings, covering the whole range of children's Literature; jingles, poetry, proverbs, fables, fairy stories, hero tales, animal and nature stories, realistic stories; children's books and children's pictures. The work of the course is intended to acquaint the students with the rich and interesting Literature that should be presented to the children in the elementary school. Mr. Barnes.

English 8—TEACHING OF ENGLISH.

Required as Education 7 of Standard Normal Seniors. **Three hours, second semester.** Three hours' credit. Text, lectures, discussions, library work, intended to acquaint the students with the proper methods of teaching the English subjects in the elementary school. The methods in reading, literature, language, grammer, spelling, composition work, together with story-telling, dramatization, and oral readings are all examined. Mr. Barnes.

English 9—THE MODERN NOVEL.

Open to Normal Juniors and Seniors. Prerequisite, four years English work in High School. **Four hours, first semester.** Four hours' credit. A study of English prose fiction, the contemporary realistic novel serving as a starting point. The aim is to lead the student to judge these novels, first of all, as studies of such social conditions as they themselves know. The study proceeds from the later novelists to those of earlier periods. Methods of portraying character, elements of style, are brought to the student's attention by conrast and comparison. A representative novel of each of the following authors is read and discussed somewhat in detail: Howells, Hardy, Meredith, Stevenson, George Elliot, Thackery, Mrs. Gaskill, Dickens, Hawthorne, Scott, Jane Austin, and Goldsmith. Frequent reference is made to critical essays, especially those in which novelists have given their own theories of their art. The work in composition is directed chiefly toward increasing the student's appreciation of literary values. Mr. Mercer.

English 10—CONTINUATION OF ENGLISH 9.

Four hours, second semester. Four hours' credit.

English 11—DIRECTED READING.

Open to Normal Seniors. **Two hours, first semester.** Two hours' credit. It consists of lectures, note-book work, required references, and frequent conferences and reports. Each member of the class reads along the lines of his interests, being led from one to another by natural connections and through the counsel of the

instructor. No more than ten students will be admitted to this course. Mr. Barnes.

English 12—CONTINUATION OF ENGLISH 11.

Two hours, second semester. Two hours' credit.

English 13—STORY TELLING.

One hours, first semester. One hour's credit. This course is designed to acquaint the students with the different types of stories for children, with the library contents and nature of children's stories, and to give students practice in telling stories. Mr. Barnes.

English 14—CONTINUATION OF ENGLISH 13.

One hours, second semester. One hour's credit.

English 15—THE ENGLISH BIBLE.

Three hours, first semester. Three hours' credit. Open to Normal Juniors and Seniors. A study of the English Bible as literature. Mrs. Morrow.

English 16—CONTINUATION OF ENGLISH 15.

Three hours, second semester. Three hours' credit.

English 17—SHAKESPEARE.

Three hours, first semester. Three hours' credit. Open to Normal Juniors and Seniors. The aims of this course are: to give the students some understanding of dramatic art, the technique of plot construction, and the delineation of characters; to show Shakespeare's development as a dramatic artist by a study of such plays as represent the successive stages of his growth; and to give training in criticism and appreciation. The following plays will be carefully studied in 1922-23: "Richard Third," "Midsummernight's Dream," "Henry IV.," "Much Ado About Nothing." Mrs. Morrow.

English 18—CONTINUATION OF ENGLISH 17.

Three hours, second semester. Three hours' credit. The following plays will be studied in 1922-23: "Twelfth Night," "Hamlet," "King Lear," "The Tempest." Mrs. Morrow.

HISTORY

In presenting the work in history the department has striven to keep in mind the all-important fact that his is a Normal School. Its constant endeavor has been, therefore, to arrange such courses as will provide for the needs of elementary school teachers. Since the work of the elementary schools is limited almost entirely to United States History, the aim has been to emphasize this field and those most closely associated with it. Though aware always of the primary purpose of the school, the department has not forgot-

ten that academic courses are necessary to meet the demands of some High School students who enroll. In preparing such courses the aim has been to fulfill all college entrance requirements.

Text books are used in all the courses given in the Normal School as well as in the academic department, but no hesitancy is felt to depart from them or to change the order of their development, when it is thought profitable to do so. Collateral reading, as a basis for oral and written reports is required in all the courses and the spirit of inquiry and investigation is constantly encouraged.

History 3A—UNITED STATES HISTORY AND CIVICS.

Required of all Short Course Seniors who have not had a half unit in these subjects. **Five hours, first semester.** Five hours' credit. This is a narrative course in American History. It begins with the causes of the Revolution and follows the formation of the Constitution, the organization of the Government, the rise of nationality, the westward movement, Miss Prichard.

History 3B.

Five hours, second semester. Five hours' credit. This course is a continuation of History 3A. It begins with the Jacksonian Era and considers the problem of the bank, the slavery issue, and the movement for expansion.

History 7—AMERICAN POLITICAL INSTITUTIONS.

Open to Normal Juniors and Seniors, designed for those who wish to major in History at college. **Four hours, the first semester.** Four hours' credit. The purpose of this course is to show the student how our present political institutions arose, why our political parties were formed, and the rise and progress and culmination of our great political controversies. This course covers a period of American history to Jackson's administration. Miss Prichard.

History 8—AMERICAN POLITICAL INSTITUTIONS.

Four hours, first semester. Four hours' credit. This course is a continuation of History 7. Miss Prichard.

SOCIOLOGY

Sociology 1A—SOCIAL RELATIONS.

One hour, first semester. One hour's credit. Required in all courses. This course is a study of social customs and social problems. In general the method followed is that of class discussion of topics assigned in advance with references. The material of this course is divided into two main groups of problems—first discussion of theories and principles of social relations—second, studies of practical problems. Miss Prichard.

Sociology 1B—SOCIAL RELATIONS.

One hour, second semester. One hour's credit. A repetition of Sociology 1A.

Sociology 2—RURAL SOCIOLOGY.

Four hours, second semester. Four hours' credit. Same as Short Course Education 6. Miss Ice.

Sociology 3—INTRODUCTION TO GENERAL SOCIOLOGY.

Four hours, first semester. Four hours credit. This course is designed to give the student an intelligent understanding and a working system of thought about society and social origins. The elementary phases of the development of society, its institutions and working conditions are studied. Social control and social progress and the general relations of society to standards of authority. Mr. Lively.

Sociology 4—GENERAL SOCIOLOGY.

Four hours, first semester. Four hours credit. The course in General Sociology is designed for the more advanced students during Normal School work. The general applications of sociological concepts to human problems such as movements of population, general migrations, immigration, poverty, crime, race prejudice, marriage, divorce, the family, feeble mindedness, the general pathological problems of our social structure and the inter-dependence of modern society are discussed. Mr. Lively.

Sociology 5—GENERAL SOCIOLOGY.

Four hours, second semester. Four hours' credit. A continuation of Sociology 4.

Sociology 6—EDUCATIONAL SOCIOLOGY.

Three hours, second semester. Three hours' credit. Same as Education 6. Mr. Shreve.

AGRICULTURE

Agriculture 1—ELEMENTARY AGRICULTURE.

Five hours, first semester. Five hours' credit. This course is especially designed for the country teacher and the beginner in Agriculture. The active practical work of agriculture is carried on with the theoretical work. By means of field trips, laboratory work and reading, a study of the formation and value of the various soils is made and the best methods of improvement and care are given. The elementary principles of seed selection, planting, cultivation, etc., are carried out in a practical way. Attention is given to animal husbandry, dairying, and practical farm management. Mr. Lively.

Agriculture 2—GENERAL AGRICULTURE.

Four hours, first semester. Four hours' credit. Required of Short Course Seniors who have not had one unit's work in High School Agriculture. This course is designed especially to prepare teachers to do efficient agriculture instruction in public school work. The work in this course is taken up on the seasonal plan, and special emphasis is placed on the nature study phase of agricultural work. Text book, laboratory, field trips, class discussion, and actual garden work, in which each individual has actual experience in planting and growing various kinds of garden crops. Mr. Lively.

Agriculture 3.

Four hours, second semester. Four hours' credit. A continuation of Agriculture 2.

Agriculture 4—ADVANCED AGRICULTURE.

Four hours, first semester. Four hours' credit. This work is designed more especially for the student who finishes the Normal Course and is preparing for college work. Botany and Chemistry are prerequisites. The real problems of the West Virginia farmer are taken up in the most practical way. Seed selection, testing, harvesting and storing of grains and forage crops, feeding and care of animals, and the ordinary practical principles of dairying are features of the work. The care and value of manures, use of fertilizers, soil studies and preparation, planting and care of the orchard are made clear by actual demonstration. Special emphasis is given to the nature and control of the common pests and diseases of farm crops. Some good text is taken as a basis, but constant use is made of government bulletins, farm journals and other related reading matter. Mr. Lively.

Agriculture 5—VEGETABLE GARDENING.

Four hours, second semester. Four hours' credit. This course is to give special training in selecting and care of seeds and other parts of plants used for propagation. The preparation of soils, fertilizer values, general care of garden vegetables and small fruits, are given special emphasis. The harvesting and storing of various kinds of garden crops furnishing a part of the exercise. Class discussion, laboratory demonstrations, assigned reading, and garden work make up most of the course. The school now has six acres of ground under cultivation, especially for this work. Mr. Lively.

CHEMISTRY

Chemistry 1—ELEMENTS OF CHEMISTRY.

Four hours, first semester. Four hours' credit. This is a beginning course in General Chemistry for those who have not had the subject in high school. Mr. Rogers.

Chemistry 2—ELEMENTARY CHEMISTRY.

Four hours, second semester. Four hours' credit. A continuation of Chemistry 1.

Chemistry 3—ADVANCED GENERAL CHEMISTRY.

Four hours, first semester. Four hours' credit. This course attacks and applies the general facts and principles of chemistry in a more thoroughgoing way than is possible with the beginner in high school chemistry. The aim is to put the student in sufficient command of a knowledge of chemical phenomena as that knowledge shall be of practical use. To be able to think in terms of the science, interpret the results of experiments and to solve chemical problems as they are met not only in the laboratory but in daily life, these are tests of real usefulness. The course aims to give the student this clearer grasp of chemical principles which will make chemistry of practical value. Mr. Rogers.

Chemistry 4—ADVANCED GENERAL CHEMISTRY.

Four hours, second semester. Four hours' credit. A continuation of Chemistry 3.

Chemistry 5—CHEMISTRY OF FOOD AND SANITATION.

Two hours, first semester. Two hours' credit. This course is largely one in applied organic chemistry. Open to Normal Seniors and Juniors, who have had previous work in Chemistry. Mr. Rogers.

Chemistry 6.

Two hours, second semester. Two hours' credit. A continuation of Chemistry 5. Open to students who have had Chemistry 3 or Chemistry 5.

DOMESTIC SCIENCE

Domestic Science 1—ELEMENTARY COOKING.

Required of Short Course Seniors who have not had a half unit of work in this subject in high school. **One class hour and two laboratory hours, first semester.** Two hours' credit. A course in the selection and preparation of food. Typical foods are studied and the ideas gained in the discussion of their sources, properties, uses and preparation are impressed upon the minds of the pupils by practical work. Thoughtful spending is encouraged when food value and cost are prepared, special attention being paid to making the simple, inexpensive foods attractive and nourishing. Miss Gaskill.

Domestic Science 2—ELEMENTARY COOKING.

One class hour, two laboratory hourse, second semester. Two hours' credit. A continuation of Domestic Science 1.

Domestic Science 3—ADVANCED COOKING.

Open to all who have had Domestic Science 1 and 2. **Two hours, first semester.** Two hours' credit. A few weeks in the beginning will be devoted to the subject of fruit and vegetable preservation. Some advanced work in regular cooking problems will be given, with attention paid to the calorific value of foods, invalid cookery, and some general work in dietetics. Miss Gaskill.

Domestic Science 4—ADVANCED COOKING.

Two hours, second semester. Two hours' credit. A continuation of Domestic Science 3.

Domestic Science 5—DIETETICS.

Open to all who have had Domestic Science 1. **One class hour and one laboratory hour, first semester.** One and one-half hour credit. This course aims to give a knowledge of the fundamental principles of nutrition. The composition and digestibility of foods are studied and the requirements of individuals as modified by age sex, activity, etc., also the feeding of school children and infants. Miss Gaskill.

Domestic Science 6—METHODS OF STUDY AND TEACHING DOMESTIC SCIENCE.

Open to Normal and Short Course Seniors who have had Domestic

Science 1 and 2 or similar courses. **One class hour and two observation and practice teaching hours, second semester.** Two hours' credit. This course may be substituted for a part of Education 14. The observation teaching work in this course will be in domestic science. The second term of special methods will take up the planning of courses of study for domestic science work in the grades. Miss Gaskill.

DOMESTIC ART

Domestic Art 1—ELEMENTARY SEWING.

Required of Short Course Seniors who have not had a half-unit work in this subject in High School. **One class hour and two laboratory hours, first semester.** Two hours' credit. The aim of this course is to give the foundation of plain sewing. The various stitches are studied and applied in the making of plain garments. Color and line problems as related to dress will be taken up. Emphasis is placed upon the history and uses of the various textile fibers. Miss Compton.

Domestic Art 2—ELEMENTARY SEWING.

One class hour and two laboratory hours, second semester. Two hours' credit. A continuation of Domestic Art 1.

Domestic Art 3—ADVANCED SEWING.

Open to all who have had Domestic Art 1 or a similar course. **Two hours, first semester.** Two hours' credit. The basis of this course is practical Dressmaking. A detailed study of the various textile fibers is given, also some work in interior decoration and the planning and furnishing of a modest home. Miss Compton.

Domestic Art 4—ADVANCED SEWING.

Two hours, second semester. Two hours' credit. A continuation of Domestic Art 3.

Domestic Art 5—MILLINERY.

Open to all who have had Domestic Art 1 and 2. **Two laboratory hours, first semester.** One hour's credit. The aim of this course is to teach practical millinery. Miss Compton.

Domestic Art 6—MILLINERY.

Two laboratory hours, second semester. One hour's credit. A continuation of Domestic Art 5.

Domestic Art 7—COSTUME DESIGN.

Open to all who have had Domestic Art 1, 2, 3 and 4. **One class hour and two laboratory hours, first semester.** Two hours' credit. This course is planned for those who expect to specialize in Domestic Art. It aims to give opportunity for individual expression of artistic taste in dress. Simple drafting system will be used. Careful study of clothing budget will, also, be made. Miss Compton.

Domestic Art 8—METHODS OF STUDY AND TEACHING DOMESTIC ART.

Open to Normal and Short Course Seniors who have had Domes-

tic Art 1 and 2 or similar courses. **One class hour and two observation and practice teaching hours, second semester.** Two hours' credit. This course may be substituted for a part of Education 14. Attention is given to the best modern methods of teaching Sewing in the elementary schools. Students plan courses of study and equipments of various grades of schools. Miss Compton.

PHYSICAL EDUCATION

One year of Physical Education is required in both the Standard Normal Course and the Short Course. Before a student is assigned to Physical Training, she is given a medical and physical examination by a woman doctor. Those who are disabled or physically unfit for certain parts of the work are given special attention, according to their needs. If unable to take any work they are excused and their record marked, "physical disability." A regulation suit consisting of black bloomers, white middy blouse and gymnasium shoes is reqired.

Physical Education 1—GYMNASIUM.

Required of Normal Juniors and Short Course Seniors. **Four hours, first semester.** Two hours' credit. This course consists of setting up exercises for posture training, including games, simple relays, long ball and newcomb. Special attention given to personal hygiene and health instruction. Miss Toivenen.

Physical Education 2—TEACHERS' PHYSICAL EDUCATION.

Required of Normal Juniors nad Short Course Seniors. **Four hours, second semester.** Two hours' credit. The first part of this course consists of a study of games, story plays, rythm plays, folk dances, relays, setting up exercises ,etc. The second part of the course consists of work with wands, dumb bells, indian clubs, folk dancing and volley ball. Miss Toivenen.

Physical Education 3—GAMES.

Open to Standard and Short Course Seniors. **Four hours, first semester.** Two hours' credit. This course consists of teaching and training, in coaching basketball, volley ball, newcomb, tennis and indoor baseball. Miss Toivenen.

Physical Education 4—TENNIS.

Open to all students. **Four hours a week for half a semester.** One hour credit. Practice on both indoor and outdoor courts. Miss Toivenen.

Physical Education 5—AESTHETIC DANCING.

Open to Standard Normal Seniors. **Four hours a week, second semester.** Two hours' credit. Miss Toivenen.

ART

Art 1A—ELEMENTARY DRAWING.

Required of Short Course students and Standard Normal students enrolled for the primary or intermediate curriculum, who have not had a sufficient amount of drawing before entering the Normal. **Four hours, first semester.** Two hours' credit. The course includes the study of the landscape, plant and animal forms in both pictorial and decorative compositions. Also the study of the common forms about us and the principles governing the expression of these obtjects as found in cylindrical and rectagular prospective, mediums used; pencil charcoal, crayon and water colors. Miss Briggs.

Art 1B—ELEMENTARY DRAWING.

Four hours, second semester. Two hours' credit. A repetition of Art 1A.

Art 2A—PRIMARY CONSTRUCTION.

Two hours, first semester. One hour credit. Open to students in the Normal Courses. All kinds of hand-work suitable for the first four grades are planned in this course. Exercises in weaving, folding and cutting with various mediums. Miss Briggs.

Art. 2B—PRIMARY CONSTRUCTION.

Two hours, second semester. One hou's credit. A repetition of Art 2A.

Art 3A—ADVANCED CONSTRUCTION.

Two hours, first semester. One hour credit. Constructive problems suitable for the upper grades are planned in this course. Miss Briggs.

Art 3B—ADVANCED CONSTRUCTION.

Two hours, second semester. One hour credit. A repetition of Art 3A.

Art 4—DRAWING METHODS.

Two hours, second semester. Two hours' credit. Required of Standard Normal students who are enrolled in the primory or intermediate curriculum. Same as Education 13. It is the aim in this course to study the different systems of public school art and to make an illustrated note book outlining the work for the eight grades. This should follow the course in elementary drawing. Miss Briggs.

MUSIC

Music 1A—ELEMENTARY MUSIC.

Four hours, first semester. Two hours' credit. This course consists of musical theory, appreciation of music, and the work required by the syllabus for the first and second years of school. diction, rote songs, and sight singing. Miss Osborn.

Music 1B—ELEMENTARY MUSIC.

Four hours, second semester. Two hours' credit. A repetition of Music 1A.

Music 2A—GLEE CLUB.

Two hours, first semester. One hour's credit. This course consists of training in chorus singing and appearance in public. Tryout for admission at the beginning of semester. Miss Osborn.

Music 2B—GLEE CLUB.

Two hours, second semester. One hour credit. A repetition of Music 2A.

Music 3—MUSIC METHODS.

Required of Standard Normal students who are enrolled in the primary or intermediate curriculum. **Four hours, first semester.** Two hours' credit. This course presupposes Music 1 or its equivalent. It is designed to prepare students for teaching music in the public schools. The work is taken up by grades; plans and song material are given an opportunity for practice teaching is provided. Miss Osborn.

French 1—ELEMENTARY FRENCH.

Five hours, first semester. Five hours' credit. Grammar, reading and composition. Stress is laid on the pronoun and verb. Daily practice in pronunciation and oral understanding. The new Fraser and Squair French grammar.

French 2—MODERN FRENCH.

Five hours, second semester. Five hours' credit. A continuation of Course 1. Grammar, reading, composition and oral understanding. Talbot's La France Nouvelle, Bruno's Le Tour de la France, Contes du Pays de Merlin.

French 3—FICTION OF THE NINETEENTH CENTURY.

Advanced grammar and composition. Reading and study of representative works from Merimee, George 5 and Victor Hugo, Alphonse Daudet, Guy de Maupassant, Pierre Loti, Anatole France. Detailed study of the parts of speech with special attention to the irregular verbs. Composition and dictation.

French 4—CONTINUATION OF FRENCH 3.

Five hours, second semester. Five hours' credit.

MATHEMATICS

Mathematics 1—PLANE GEOMETRY.

Four hours a week, first semester. Four hours' credit. Open to Normal Juniors and Seniors. The work in geometry is begun by requiring the student to observe and construct the elementary geometric forms, and in this connection to learn the definitions. A clear conception of these is essential to an understanding of geometry, as they form the basis of the subject. One of the chief

objects of the study of geometry is to cultivate the habit of close observation, of comparison, of exact logical thinking, and of a clear, accurate expression. To secure all this, the theorems in the text are used, after which many exercises are furnished to test the student's ability to apply the principles learned from the demonstration. Mr. Mercer.

Mathematics 2—PLANE GEOMETRY.

Four hours a week, second semester. Four hours' credit. A continuation of Mathematics 1.

Mathematics 3—TRIGONOMETRY.

Open to Standard Normal Juniors and Seniors. **Four hours, first semester.** In this course the trigonometric functions are first defined and learned as ratios, but representation by lines is also introduced at the beginning, since parts of the subject can be treated more simply by the line method, or by a combination of the two, than by the ration subject, the ideas and requirements of modern mathematics are recognized, and the design for equipping the student for more advanced work in a college course is kept in mind. The elementary formulas are studied in groups and proved, and from these other important formulas are derived, special emphasis to those essential to the solution of triangles. Application of these is given in a large number of exercises. Mr. Mercer.

Mathematics 4—SOLID GEOMETRY.

Open to Standard Normal Juniors and Seniors. **Four hours, second semester.** As pupils were at first taught to see figures in one plane, so now they must be taught to visualize solids from a flat drawing. In considering the propositions in solid geometry, constant reference is made to corresponding propositions in plane geometry. This adds interest to the subject by keeping the familiar connected with what is strange and creates some approach to power in the discovery of new facts in relation to figures of three dimensions. Mr. Mercer.

EXTENSION DEPARTMENT

In addition to the three courses of study the Normal School supports an Extension Department. This has two principal purposes: To assist those who cannot enter school, especially teachers, to continue their studies out of school; and to help improve educational conditions throughout the northern part of West Virginia. A number of different kinds of extension activities are carried on, among which are the following:

1. Extension classes are organized among teachers and others who may be interested, and conducted by different members of the faculty. Permission is also granted groups of students at a distance from the Normal School to form classes with a local leader as instructor. Students doing this

kind of work are regularly enrolled and given credit for the actual amount of work done.

2. Persons who are unable to enroll at the school may take correspondence work. This work is in charge of different members of the faculty and students and teachers may take it with profit.

3. Members of the faculty of the Normal School, as far as possible, will accept invitations to assist in educational meetings and district institutes, and they are also available for commencement addresses. School superintendents and Boards of Education are requested to write our Extension Department when they need the services of our faculty.

4. Lecture Courses and entertainments are provided by the institution for the towns and school districts within its territory. These consist of lectures by members of the faculty, story-telling hours, readings, and musical programs. Plans have also been made to organize and direct play festivals.

5. The school will furnish judges for agricultural fairs and other similar exhibitions.

6. Bulletins of educational interest are occasionally published.

7. Information will be given on matters pertaining to the erection of school buildings, the purchasing of libraries, and the organization of schools. The Normal School, through its faculty, will be glad to serve the public schools in an advisory capacity.

8. Teachers' Employment Bureau is maintained for the purpose of securing positions for the graduates of the Normal School and for other teachers who may desire to enroll with the bureau. The institution finds that it can render a distinct service to teachers, superintendents and boards of education, through this bureau. All persons interested are requested to make use of it.

The Extension Department publishes a brief circular descriptive of its work. Those interested should write for the circular. All communications should be addressed to Paul Morrow, Head of the Extension Department.

MUSIC

INSTRUMENTAL MUSIC

Students may enter this department at any time, but it is to their interest to enter, as far as possible, at the beginning of the semester.

Students entering within the first two weeks of a semester will be charged for full term.

There is no deduction made for lessons missed by students except in a case of prolonged illness, when the loss is divided equally between the student and the School.

Students are not allowed to take part in public programs without the consent of the Head of the Department.

All music students are expected to attend the regular sudents' recitals, and to take part in them whenever assigned and to attend all concerts given under the auspices of the School. They are expected to identify themselves with the various organizations of the School and are required to enter any to which they are assigned by the Head of the Department.

All school holidays are observed.

The school is equipped with four upright pianos, which are available for practice and a Knabe grand piano which is used for concert work. Private recitals are frequently given by the students, to which all members of the school will be admitted. Public recitals which are designed to give the students experience in public performance occur several times a year, and are held in the auditorium which seats eight hundred.

Piano—The course of study in this department includes:

I. Finger exercises; major and minor scales; scales in double thirds; Arpeggios in all forms.

II. Studies by Berens, Bertini, Heller, Hasert.

III. Sonatinas by Kuhlau and Clementine; Sonatas by Haydn, Mozart, Beethoven.

IV. Compositions by representative composers of all periods.

Pipe Organ—The organ course is intended to provide a thorough and complete preparation for the work of a church organist and accompanist.

A certain facility at the piano and in sight-reading is necessary before this work is taken up.

Special studies, pedal studies and hymn playing comprise the preparatory work, followed by the works of Rink, Buck, Dunham, Chadwick, Bach, Mendelssohn, Guilmant, Rheingerger, and comprise the groundwork of study through the course.

Tuition—The tuition for a semester, payable in advance is:

	Lessons per week	
	One	Two
Piano	$20.00	$40.00
Organ	27.00	54.00
Harmony (class of three)	10.00	20.00
Theory (class of three)	10.00	20.00
History of Music (class of three)	10.00	20.00

The instrumental department is in charge of Miss Kathryn Beltzhoover.

VOCAL MUSIC

Courses are offered in voice to students who have unusual talent, or who wish to obtain correct ideas and habits concerning breathing, posture, voice placing, tone production, enunciation and articulation. Students will have opportunity to appear in concerts during the year:

Tuition—The tuition for a semester, payable in advance is:

	Lessons per week	
	One	Two
Tuition	$20.00	$40.00

The vocal department is in charge of Miss Irene Osborn.

STUDENTS
SENIOR NORMAL CLASS
1921-1922

NAME	POST OFFICE	COUNTY	S. S.	1st Sem.	2nd Sem.	Sp.
Baker, Pansy	Pullman	Ritchie		*	*	
Banfield, Ruth	Fairmont	Marion		*	*	
Bee, John A.	Berea	Ritchie		*	*	
Blake, Adaline Graham	Broomfield	Marion	*			*
Bogdonovich, Anna	Davis	Tucker		*	*	
Boggess, Pauline	Fairmont	Marion		*	*	
Branch, Olive Augusta	Mannington	Marion		*	*	
Brock, Dorothy	Fairmont	Marion		*	*	
Burke, Alex	Hundred	Wetzel	*			*
Carpenter, Bernice	Fairmont	Marion	*			*
Clelland, Allene	Fairmont	Marion	*			*
Cole, Dale	Farmington	Marion		*	*	
Collins, Willa	Fairmont	Marion		*	*	
Cox, Frederick Walter	Fairmont	Marion	*			*
Crane, Beatrice	Maud	Wetzel				
Criss, Jennings Wm.	Watson	Marion				
Cunningham, Esta	Shinnston	Harrison		*	*	
Davis, Kathleen	Elkins	Randolph		*	*	
Duncan, Harlan Lester	Mannington	Marion	*			*
Durrett, Eleanor Jane	Fairmont	Marion		*	*	
Durrett, Ethel Clare	Fairmont	Marion				*
Eliason, Ruth Virginia	Fairmont	Marion		*	*	
Ervin, Clalie	Nutter Fort	Harrison		*	*	
Evans, Leila	Mannington	Marion	*	*	*	
Frame, Ella	Gassaway	Braxton				*
Griffin, Loy E.	Wyatt	Harrison	*			*
Groves, Hattie E.	Richwood	Nicholas		*	*	
Gunlach, Lucille	Mannington	Marion		*	*	
Hamilton, Ruth Marie	Fairmont	Marion		*	*	
Hanley, Frances E.	Benwood	Marshall			*	
Hawkins, Virginia	Fairmont	Marion		*	*	
Henry, Ella Elizabeth	Morgantown	Monongalia		*		
Hicks, Ernie M.	Summersville	Nicholas	*			*
Hite, Edith	Fairmont	Marion		*	*	
Hornor, Irene	Fairmont	Marion		*		*
Hughes, Gae	Shinnston	Harrison		*	*	
Ice, Edith M.	Fairmont	Marion		*	*	
Irons, Vallie	Fairmont	Marion				*
Jannsen, Rose E.	Buckhannon	Upshur	*		*	*
Leach, W. E.	Grafton	Taylor	*			*
Lee, Raymond C.	Middlebourne	Tyler		*	*	
Lough, Virginia	Fairmont	Marion		*	*	
Maple, Josephine Anna	Fairmont	Marion	*	*	*	
Masters, Mable	Littleton	Wetzel		*		
Matthews, Caddie D.	Cameron	Marshall			*	
McCoy, Achsah Almira	Riveville	Marion		*	*	
McCray, Frances	Fairmont	Marion		*	*	
McElroy, Eleanor	Fairmont	Marion		*	*	
Menear, Augusta	Fairmont	Marion		*	*	
Moore, Ruby Iwon	Wallace	Harrison	*			*
Page, Laura B.	Williamstown	Wood	*			*

SENIOR NORMAL CLASS (Continued)

NAME	POST OFFICE	COUNTY	S. S.	1st Sem.	2nd Sem.	Sp.
Parrill, Mary Ella	Fairmont	Marion		*	*	
Parrish, Edan	Fairview	Marion				*
Parsons, Mildred	Rivesville	Marion				*
Plant, Mrs. Mabel	Lumberport	Harrison				*
Poling, Aileen	Fairmont	Marion		*	*	
Robinson, Vera Marie	Shinnston	Harrison		*	*	
Roush, Mary Irene	Fairmont	Marion		*	*	
Ryan, Helen	Fairmont	Marion		*	*	
Sands, Blanche	Pine Grove	Wetzel		*		
Scranage, Mary	Grafton	Taylor		*	*	
Shaw, J. Aldine	Philippi	Barbour				*
Slater, Sue	Mannington	Marion		*	*	
Stealey, Carline	Fairmont	Marion		*	*	
Talkington, Mae	Hundred	Wetzel	*			*
Turkovich, Dave	Monongah	Marion		*	*	
Tustin, Lydia	Frew	Tyler		*	*	
Watson, Crystal	Metz	Marion		*	*	
Whitlach, Elizabeth D.	Durbin	Pocahontas		*	*	
Wilhelm, Margaret	Broomfield	Marion			*	
Williams, Glenna	Gassaway	Braxton				*
Wise, Nellie M.	Fairmont	Marion		*		
Total for year			17	44	43	23

JUNIOR NORMAL CLASS

1921-1922

NAME	TOWN	COUNTY	S. S.	1st Sem.	2nd Sem.	Sp.
Akins, Elizabeth	Fairmont	Marion				*
Barr, Cecil	Fairmont	Marion	*			
Barr, Eva	Fairmont	Marion	*			
Bartlett, Lucille Nichols	Fairmont	Marion		*	*	
Bell, Marie	Farmington	Marion		*	*	
Berry, Myrtle	Rivesville	Monongalia				*
Bice, Rhoda	Gypsy	Harrison		*	*	
Binns, Carl Brooks	Fairmont	Marion		*	*	
Blocher, Georgia P.	Fairmont	Marion		*	*	
Boggess, Howard	Fairmont	Marion		*	*	
Boyers, Ruth	Fairmont	Marion		*	*	
Brand, Lois Leone	Broomfield	Marion	*			*
Brown, Clarke	Fairmont	Marion		*	*	
Carpenter, Jas. I.	Fairmont	Marion		*	*	
Carter, Allen	Catawba	Marion		*		
Cherrington, Viola	Davis	Tucker		*	*	
Childs, Margaret Ruth	Fairmont	Marion		*	*	
Clayton, Mable	Baxter	Marion		*	*	
Clelland, Martha	Fairmont	Marion		*	*	
Cobun, Eleanor	Fairmont	Marion		*	*	
Cordray, Bernadine	Fairmont	Marion				
Coyner, Lois	Clover Lick	Pocahontas	*	*	*	
Cunningham, Gladys	Shinnston	Harrison		*	*	

JUNIOR NORMAL CLASS

NAME	TOWN	COUNTY	S. S.	1st Sem.	2nd Sem.	Sp.
Cunningham, Mable	St. Mary's	Pleasants		*	*	
Currey, Elva Irene	Fairmont	Marion	*			*
Davis, Kathryn	Fairmont	Marion		*	*	
Dean, Seldon	Fairmont	Marion		*	*	
Dexter, Cordelia	Fairmont	Marion		*	*	
Downs, Pearl	Farmington	Marion		*	*	
Dunham, Olive	Fairmont	Marion		*	*	
Dunnington, Ruth V.	Fairmont	Marion		*	*	
Durr, Anna Mary	Tunnelton	Preston				*
Eakin, Paul	Fairmont	Marion		*	*	
Eastman, Virginia A.	Fairmont	Marion		*	*	
Fisher, Thelma	Fairmont	Marion		*	*	
Flanagan, Gertrude	Clarksburg	Harrison		*	*	
Fleming, Harold Downs	Farmington	Marion		*	*	
Fleming, Marjorie I.	Fairmont	Marion		*	*	
Freeland, Thelma	Clarksburg	Harrison		*	*	
Frum, Alice Louise	Shinnston	Harrison				
Gibson, Mildred E.	Sutton	Braxton				
Gilkeson, Leah Mary	Fairmont	Marion		*	*	
Gillespie, Anne	Fairmont	Marion		*	*	
Hall, Carlin L.	Mannington	Marion			*	
Hammel, Paul	Mannington	Marion		*		
Hawkins, Lola Gay	Fairmont	Marion		*	*	
Hayhurst, Roy Forrest	Rivesville	Monongalia		*		
Hennen, Margaret L.	Mannington	Marion				*
Higinbotham, Alton	Earnshaw	Wetzel		*	*	
Higgs, Alice	Moundsville	Marshall		*		
Hinkle, Walton H.	Fairmont	Marion		*	*	
Holbert, Carroll	Fairmont	Marion		*	*	
Holt, Victor Lee	Fairmont	Marion		*	*	
Hoover, Myra M.	Fairmont	Marion		*	*	
Huey, Dollie	Mannington	Marion		*	*	
Huffman, Carl	Fairmont	Marion			*	
Jacobs, Sara	Fairmont	Marion		*	*	
Jenkins, Beryl	Fairmont	Marion		*	*	
Jolliffe, Helen	Fairmont	Marion		*	*	
Johns, David	Fairmont	Marion		*	*	
Johnston, Martha	Fairmont	Marion	*			*
Jones, Harold	Fairmont	Marion		*	*	
Keener, Opal	Fairmont	Marion		*	*	
Knotts, Pearl E.	Tunnelton	Preston		*	*	
Layman, Charles	Fairmont	Marion		*		
Leonard, Geneva	Fairmont	Marion		*	*	
Little, Charles Leon	Bridgeport	Taylor	*			*
Luessow, Ruby	Fairmont	Marion		*	*	
Lunsford, Nelle	Weston	Lewis	*			*
Linn, Mary	Fairmont	Marion		*	*	
Magee, Myrtle	Mannington	Marion		*	*	
Martin, Blair	Wyatt	Harrison	*			*
McCoy, Joshua	Rivesville	Marion		*	*	
McCray, Paul	Fairmont	Marion		*	*	
McElfresh, Blanche	Fairmont	Marion		*	*	
McKain, Charles J.	Monongah	Marion		*	*	

McKay, Dorothy Lois	Fairmont	Marion		*	*	
McKinney, Isabel	Fairmont	Marion		*	*	
Merrifield, A. A.	Smithfield	Wetzel				*
Miller, Aldene	Fairview	Marion	*			*
Morgan, Mattie	Fairmont	Marion	*			*
Morgan, Oliver P.	Fairmont	Marion		*	*	
Newlon, Roy Melvin	Grafton	Taylor	*			*
Nutter, Virginia	Fairmont	Marion	*	*	*	
Offner, Edward	Fairmont	Marion		*	*	
Park, Marjorie	Farmington	Marion		*	*	
Parrish, Archie	Mannington	Marion	*			*
Parrish, Margaret	Fairmont	Marion	*	*	*	
Patterson, Catherine	Clarksburg	Harrison	*			*
Pellegrini, Patsy J.	Monongah	Marion		*		
Poe, Leatha	Fairmont	Marion		*		
Post, Herman K.	Baxter	Marion		*		
Post, Mary Elizabeth	Kincheloe	Harrison	*			*
Potter, Grace Doloress	Baxter	Marion				
Price, Emma Beulah	Mannington	Marion		*	*	
Price, Walter W.	Fairmont	Marion				
Putnam, Robert	Fairmont	Marion			*	
Reed, Mildred	Fairmont	Marion		*	*	
Richardson, Lucy	Fairmont	Marion			*	
Righter, Charles Lowe	Shinnston	Harrison		*	*	
Rinehart, Albert	Everson	Marion				
Ritenour, Leone	Mt.Pleasant,Pa.	Fayette		*	*	
Rothlisberger, Edward	Fairmont	Marion		*		
Rowley, Laura	Shinnston	Harrison		*	*	
Russell, Lawrence H.	Fairmont	Marion		*	*	
Satterfield, Max	Rivesville	Marion		*	*	
Seaton, Mary	Fairmont	Marion		*	*	
Shaw, McKinley	Colfax	Marion		*	*	

JUNIOR NORMAL CLASS

1921-1922

NAME	TOWN	COUNTY	S. S.	1st Sem.	2nd Sem.	Sp.
Shranko, Mike	Montana	Marion		*		
Smail, Carlyle	Fairmont	Marion		*	*	
Smallwood, Donzell	Fairmont	Marion		*		
Smith, Opal Frena	Monongah	Marion		*	*	
Snider, Fern	Fairmont	Marion		*		
Snider, Lula	Fairmont	Marion		*	*	
Snodgrass, Dale	Mannington	Marion		*		
Snodgrass, John F.	Mannington	Marion	*			*
Spedden, Hamill	Fairmont	Marion		*	*	
Spencer, Richard	Rivesville	Marion		*		
Spring, Lillie Agnes	Fairmont	Marion		*	*	
Springer, Lucille	Fairmont	Marion		*	*	
Stevens, Richard	Fairmont	Marion		*		
Sturm, Ward T.	Fairmont	Marion	*	*	*	
Straight, Nelle	Grant Town	Marion	*			
Summers, Edna	Fairmont	Marion		*	*	

Tennant, Nelle	Barrackville	Marion		*	*	
Teter, Abner	Rivesville	Marion			*	
Thomas, Irl	Lowesville	Monongalia		*		
Towson, Charlotte G.	Fairmont	Marion				*
Trach, John P.	Fairmont	Marion				
Troxell, Edmund	Fairmont	Marion		*		
Turley, George	Fairmont	Marion		*	*	
Wallman, Lawrence A.	Fairmont	Marion	*	*	*	
Watkins, Eugene	Fairmont	Marion		*		
Watson, Minna Fay	Fairmont	Marion		*		
Weeter, Noel	Fairmont	Marion		*		
Willis, Burl	Shinnston	Harrison		*	*	
Wilson, D. Earle	Fairview	Marion		*	*	
Wolfe, Orville E.	Fairmont	Marion		*	*	
Wright, Bernard	Fairmont	Marion		*	*	
Total for year			19	106	92	19

SHORT COURSE CLASS

1921-1922

NAME	TOWN	COUNTY	S. S.	1st Sem.	2nd Sem.	Sp.
Able, Elsie	Middleton	Marion	*			*
Adkins, Lucille	Gassaway	Braxton				*
Ammons, Nelle Opal	Mannington	Marion				*
Anderson, Elsie V.	Monongah	Marion	*			*
Anderson, Mildred	Wyatt	Harrison		*	*	
Barbe, Zella Denver	Jane Lew	Lewis	*			*
Bishop, Grace Elizabeth	Albright	Preston		*		
Bock, Anna Betrice	Farmington	Marion				*
Brown, Madeline C.	Fairmont	Marion		*	*	
Burton, Beulah	Fairview	Marion	*			*
Conaway, Flossie	Board Tree	Marshall				*
Copenhaver, Ruby	Wallace	Harrison			*	
Cork, Grace	Simpson	Taylor		*	*	
Cowan, Ida May	Fairview	Marion	*			*
Cunningham, Ethelyn	Fairmont	Marion		*	*	
Davis, Daniel H.	Pullman	Ritchie	*	*	*	
Frances, Gail	Elm Grove	Marshall	*			*
Gall, Gineva	Moatsville	Barbour				*
Gibson, Ila Kathryn	Grafton	Taylor	*			*
Goff, Ova	Newburg	Preston		*	*	
Goodwin, Dessie E.	Fairmont	Marion			*	
Hafer, Allie	Proctor	Wetzel				*
Hamilton, Mae	Hundred	Wetzel		*	*	
Hennen, Genevieve	Metz	Marion	*			*
Hornor, Catherine	Mannington	Marion			*	
Hunt, Garrett L.	Burton	Wetzel				*
Iden, Josie Mary	Davis	Tucker	*			*
Inghram, Elizabeth D.	Fairview	Marion		*		*
Johnston, Alice	Hundred	Wetzel	*			*
Kelly, Eunice	Fairmont	Marion		*	*	
Kiser, Eunice	Franklin	Pendleton		*	*	

Kramer, Marian V.	Fairmont	Marion				*
Lee, Irene	Hundred	Wetzel	*			*
Lowe, Birdie Frances	Mannington	Marion				*
Lucas, Irene	Enterprise	Harrison	*			*
Luke, Louella Blanche	Elm Grove	Marshall	*			*
Moats, Clara	Grafton	Taylor	*			*
Moore, Lucy Violet	Dola	Harrison		*	*	
Newlon, Madge	Simpson	Taylor		*	*	
Petres, Anna	Mannington	Marion	*			*
Pigott, Lynn	Lumberport	Harrison		*	*	
Pigott, W. E.	Carolina	Marion				*
Pyles, Laura Ivie	Newburg	Preston	*			*
Rector, Hazel	Shinnston	Harrison	*			*
Rector, Winnie	Shinnston	Harrison			*	
Reed, Louise Isabelle	Watson	Marion				
Rex, Elizabeth	Hundred	Wetzel	*			*
Roberts, Odgar	Hundred	Wetzel				*
Robey, Edith Helen	Mannington	Marion				*
Robinson, Emzie Marie	Shinnston	Harrison	*			*
Robinson, Inez	Burton	Wetzel				*
Robinson, Mildred	Bridgeport	Harrison			*	
Robinson, Oscar	Wallace	Marion				*

SHORT COURSE CLASS

1921-1922

NAME	TOWN	COUNTY	S. S.	1st Sem.	2nd Sem.	Sp.
Robinson, Oscar	Wallace	Harrison				*
Rogers, Ruby	Independence	Preston	*			*
Rose, Ethel	Heaters	Braxton		*	*	
Rosencrance, Nellie	Beverly	Randolph				*
Shahan, Ades Marie	Newburg	Preston		*	*	
Shahan, Ethel	Newburg	Preston		*	*	
Shaver, Kathleen Mae	Monongah	Marion	*			*
Shoemaker, Genevieve	Davis	Tucker				*
Snodgrass, Gypsy J.	Smithfield	Wetzel	*			*
Stewart, Mary B.	Fairview	Marion	*			*
Straight, Robert Lee	Barrackville	Marion		*	*	
Sutton, Helen Elizabeth	Sistersville	Tyler		*		
Teets, Pearl M.	Terra Alta	Preston				*
Tennant, Sallie E.	Rivesville	Marion	*			*
Thompson, Lucretia	Shinnston	Harrison	*			*
Willis, Mitchell Elic	Shinnston	Harrison				*
Wilson, Leonore	Gassaway	Braxton				*
Total for year			26	18	20	47

ACADEMIC CLASS

1921-1922

NAME	TOWN	COUNTY	S. S.	1st Sem.	2nd Sem.	Sp.
Adkins, Pearle	Gassaway	Braxton				*
Andre, Homer	Fairmont	Marion		*	*	
Beale, Otha Bryan	Mingo				*	
Bosserman, Ruth	Fairmont	Marion		*	*	
Brownfield, James	Fairmont	Marion		*	*	
Campbell, Boyd	Fairmont	Marion				*
Campbell, Faye	Fairmont	Marion				*
Cork, Grace	Fairmont	Marion		*	*	
Cronin, Daniel Edward	Grant Town	Marion				*
Cross, Daisy	Fairmont	Marion		*	*	
Davis, Hattie	Hammond	Marion				*
Farrar, Ruth Ellen	Walnut	Calhoun				*
Hess, Kenneth	Fairmont	Marion		*		
Ice, Leona	Mannington	Marion				*
Jacobs, Fred K.	Fairmont	Marion		*		
Johnson, Inez Leah	Walnut	Calhoun				*
Kelley, Frank Davis	Fairmont	Marion				
McIntosh, Grace	Grafton	Taylor				*
McQuain, Adam	Orlando	Lewis		*	*	
Pigott, Blanche	Dola	Harrison	*			*
Ridgway, Nellie	Barrackville	Marion		*	*	
Rush, Heschel K.	Fairmont	Marion		*	*	
Shorter, William C.	Colfax	Marion				*
Stanley, Mary Paulina	Fairmont	Marion		*	*	
Travis, Mildred K.	Colfax	Marion				*
Vandergrift, Tim	Colfax	Marion		*	*	
Wilson, Hiley Glenn	Buckhannon	Upshur				*
Wix, Bessie	Creston	Wirt				*
Wix, Hazel	Creston	Wirt				*
Yoho, Audrey	Silver Hill	Wetzel	*			*
Yoho, Flossie	Howard	Marshall	*	*	*	
Total for year			3	12	11	17

SPECIAL STUDENTS

1921-1922

NAME	TOWN	COUNTY	S. S.	1st Sem.	2nd Sem.	Sp.
Cox, Mary Joe	Fairmont	Marion				*
Jamison, Frank R.	Fairmont	Marion		*		
Parrill, Mary B.	Fairmont	Marion		*	*	
Stewart, J. Dale	Fairmont	Marion		*	*	
Swiger, Rual B.	Fairmont	Marion		*	*	
Tetrick, Irene Highland	Fairmont	Marion		*	*	
Queen, H. M.	Grafton	Taylor	*			*
Total for year			1	6	3	2

SUMMER SCHOOL 1921

NAME	POST OFFICE.	COUNTY
Elsie Abel	Middleton	Marion
Ruth Alderton	Devis	Tucker
Daphne Allman	Weston	Lewis
Earl Anderson	Earnshaw	Wetzel
Elsie Anderson	Monongah	Marion
Mildred Anderson	Wyatt	Harrison
Isabelle Arthur	Richwood	Nicholas
Nettie Ash	Shinnston	Harrison
Flo Atha	Mannington	Marion
Pierre Audin	Fairmont	Marion
Frank Baker	Gassaway	Braxton
Charles Bainbridge	Farmington	Marion
Vivian Bainbridge	Farmington	Marion
Zella Barbe	Jane Lew	Lewis
Naomi Barr	Mannington	Marion
Edwin Bassel	Mt. Clare	Harrison
Winona Beall	Grafton	Taylor
Dora Beaver	Grafton	Taylor
Helen Beerbower	Fairmont	Marion
Vera Beeghley	Jane Lew	Lewis
Adeline Graham Blake	Broomfield	Marion
Leafy Boatman	Fairmont	Marion
Bessie Bock	Farmington	Marion
Kathryn Boggs	Gassaway	Braxton
Hugh Brand	Mannington	Marion
Lois Brand	Mannington	Marion
Margaret Broadwater	Clarksburg	Harrison
Nelle Broadwater	Clarksburg	Harrison
James Brownfield	Fairmont	Marion
Earl Brummage	Mannington	Marion
Joseph Brown	Fairmont	Marion
Ina F. Bryner	Worthington	Marion
Alex Burke	Hundred	Wetzel
Mary Virginia Burns	Terra Alta	Preston
Beulah Burton	Fairview	Marion
James Butcher	Fairmont	Marion
Bernice Carpenter	Fairmont	Marion
Inez Chipps	Fairmont	Marion
Allene Clelland	Fairmont	Marion
Martha Clelland	Fairmont	Marion
Arley Clovis	Burton	Monongalia
Dorothy Cook	Weston	Lewis
Ida Cowan	Fairview	Marion
Walter Cox	Fairmont	Marion
Lois Coyner	Clover Lick	Pocahontas
Loraine Creamer	Lumberport	Harrison
Erma Crim	Adamston	Harrison
Inez Criss	Farmington	Marion
Jennings Criss	Watson	Marion
Kenneth Cubbon	Lumberport	Harrison
Alta Cunningham	Hepzibah	Harrison
Hazel Cunningham	Hepzibah	Harrison
Elva Curry	Hepzibah	Harrison
Orin D. Curtis	Barrackville	Marion

Mildred Cussack	McMechen	Marshall
Cora Isner Daniels	Elkins	Randolph
Hattie Davis	Hammond	Marion
Ada DeMoss	Grafton	Taylor
Helen Devitt	Chester	Hancock
John Deveny	Fairmont	Marion
Argyle Dixon	Grafton	Taylor
Dorothy Dodd	Fairview	Marion
Georgia Douglas	Lost Creek	Harrison
Ruth Douglas	Lost Creek	Harrison
Joe Downs	Farmington	Marion
D. H. Davis	Pullman	Ritchie
Harlen Duncan	Mannington	Marion
Dazel Dunham	Williamstown	Wood
Nella Dunham	Williamstown	Wood
Flossie Eddy	Fairview	Marion
Anna Edwards	Mannington	Marion
Paul Elbin	Cameron	Marshall
Leila Evans	Mannington	Marion
Freda Feather	Fairmont	Marion
Mae Feather	Fairmont	Marion
Beatrice Federer	Morgantown	Monongalia
Mary Sue Fink	Gassaway	Braxton
Amy Flaherty	Jenkins, Ky.	Letcher
Hugh G. Fortney	Lumberport	Harrison
Gail Francis	Elm Grove	Marshall
Blanche Frum	Mona	Monongalia
Nina Jane Funk	Weston	Lewis
Bessie O. Furbee	Terra Alta	Preston
Zara Garrett	Hastings	Wetzel
Teresa Gibbons	New Martinsville	Wetzel
Ila Kathryn Gibson	Grafton	Taylor
Nancy A. Glover	Glover Gap	Marion
Golda Goff	Weston	Lewis
Lalia Goff	Marquess	Preston
Agnes Gould	Weston	Lewis
Marie Grapes	Hepzibah	Harrison
Loy E. Griffin	Wyatt	Harrison
Nellie Grimm	St. Marys	Pleasants
Orpha Haley	Hepzibah	Harrison
Rose Haley	Bridgeport	Harrison
Clifton Hall	Fairmont	Marion
Oma Hall	Johnstown, Ohio	Licking
Mae Hamilton	Hundred	Wetzel
Richard Harbert	Dola	Harrison
Catherine Harvey	Shinnston	Harrison
Lila Harvey	Gormania	Grant
Agnes Heater	Daumont	Harrison
Magdalene Heater	Daumont	Harrison
Frances Helmick	Fairmont	Marion
John Helmick	Fairmont	Marion
Genevieve Hennen	Metz	Marion
Ernie M. Hicks	Summerville	Nicholas
Maude Himelrick	Burton	Wetzel
Mary Hindman	Chester	Hancock
Mildred Hiteshew	Lumberport	Harrison
Gladys Hofman	Sutton	Braxton
Ruth Hollen	Cumberland, Md.	Allegheny

Irene Hornor	Fairmont	Marion
Neva Hurst	Weston	Lewis
Josie Iden	Davis	Tucker
Rose Jannssen	Fairmont	Marion
Alice Johnston	Hundred	Wetzel
Martha Johnston	Fairmont	Marion
Belva Judge	Pine Grove	Wetzel
Lucy Judge	Pine Grove	Wetzel
Lucy Kelley	Fairmont	Marion
Eva Helen Kennedy	Hundred	Wetzel
Verna Kergan	Fairmont	Marion
Rebecca Knight	Clarksburg	Harrison
Pearl Knott	Tunnelton	Preston
W. E. Leach	Grafton	Taylor
Irene Lee	Hundred	Wetzel
Nellie Lee	Clarksburg	Harrison
Grace Levelle	Fairview	Marion
Anna Virginia Lewis	Fairmont	Marion
Luttie Goodloe Lightburn	Jane Lew	Lewis
Mabel K. Liller	Fairmont	Marion
Charles Little	Bridgeport	Taylor
Sylvia Irene Lucas	Enterprise	Harrison
Blanche Luke	Elm Grove	Marshall
Nelle Lunsford	Weston	Lewis
Marguerite Malloy	Rowlesburg	Preston
Josephine Maple	Fairmont	Marion
Betty Martin	Enterprise	Harrison
Blair Martin	Shinnston	Harrison
Harry Martin	Rivesville	Marion
Chauncy May	Rivesville	Marion
Beatrice McCally	Chester	Hancock
Joy McClung	Manayka	Harrison
Margaret McClung	Manayka	Harrison
Esther McQueen	Fairmont	Marion
Adam McQuain	Orlando	Lewis
Maude Menear	Grafton	Taylor
Lucy Meredith	Fairmont	Marion
Mildred Meredith	Fairmont	Marion
Maude Merrifield	Fairmont	Marion
Mimmie A. Metz	Mannington	Marion
Madge Michael	Fairview	Marion
Vemba Michael	Barrackville	Marion
Otis Milam	Barrackville	Marion
Olga Millan	Worthington	Marion
Aldine Miller	Fairview	Marion
Clara Moats	Thornton	Taylor
McKinley Monroe	Brown	Harrison
Helen Montgomery	Davis	Tucker
Inez Montgomery	Broomfield	Marion
Ruby Moore	Wallace	Harrison
Mallie Morgan	Fairmont	Marion
Ruby Morgan	Porters Falls	Wetzel
Wanda Nita Morgan	Porters Falls	Wetzel
Ruth Morris	Enterprise	Harrison
Stazie Morris	Glover Gap	Marion
Roy Newlon	Grafton	Taylor
Virginia Nutter	Fairmont	Marion
Laura B. Page	Williamstown	Wood

Edna A. Parker	Fairview	Marion
Pauline Parker	Morgantown	Monongalia
Anchell Parrish	Mannington	Marion
Selma Parsons	Davis	Tucker
Katherine Patterson	Clarksburg	Harrison
Anna Petres	Mannington	Marion
Blanche Pigott	Dola	Harrison
Rose Pigott	Dola	Harrison
Frances Plotts	Chester	Hancock
Grace Poling	Weston	Lewis
Elizabeth Doyle Post	Baxter	Marion
Mary Post	Kincheloe	Harrison
Beulah Posten	Morgantown	Monongalia
Jane M. Powell	Halwood	Harrison
Blanche Price	Adamston	Harrison
Gladys E. Price	Adamston	Harrison
Ethel Pyles	Fairview	Marion
Ivie Pyles	Newburg	Preston
Homer Queen	Grafton	Taylor
Hazel Rector	Shinnston	Harrison
Mildred Reed	Fairmont	Marion
Neva Reeves	Shinnston	Harrison
Helen L. Reitz	Elkins	Randolph
Elizabeth Rex	Hundred	Wetzel
Mary Reynolds	Burnsville	Braxton
Edna Richmond	Cameron	Marshall
Melford P. Rider	Jane Lew	Harrison
Mary Elizabeth Riley	Ripley	Jackson
Marie Robey	Broomfield	Marion
Beulah Robinson	Shinnston	Harrison
Emsie Robinson	Shinnston	Harrison
Margaret Robinson	Monongah	Marion
Idella H. Rogers	Grafton	Taylor
Ruby Rogers	Independence	Preston
W. E. Rush	Earnshaw	Wetzel
Veda Satterfield	Shinnston	Harrison
Raymond Scott	Smithfield	Wetzel
Gladys Selvey	Simpson	Taylor
Pauline Shahan	Bristol	Harrison
Mendell Sharps	Haywood	Harrison
Rosa Sharp	Haywood	Harrison
Kathleen Shaver	Monongah	Marion
Sadie Shaw	Colfax	Marion
Nerva Shuman	Fairview	Marion
Ruth Siggins	Wilkinsburg	Pennsylvania
Helen Shuttlesworth	Fairmont	Marion
Sue Slater	Mannington	Marion
Dawn Smith	Fairmont	Marion
Edith Smith	Clarksburg	Harrison
Ida Smith	Fairmont	Marion
Gypsy Snodgrass	Smithfield	Wetzel
John Snodgrass	Mannington	Marion
Elizabeth Snopps	Bulltown	Braxton
Anna B. Snyder	Davis	Tucker
Lula Snider	Arnettsville	Monongalia
Georgia Sprigg	Sutton	Braxton
Irene Stanhagen	Fairmont	Marion

Ethel Stafford	Tunnelton	Preston
Marjorie Stanley	Fairmont	Marion
Marguerite Stanley	Fairmont	Marion
Sara Stephenson	Weston	Lewis
Mary B. Stewart	Fairview	Marion
Mabel Stoneking	Fairmont	Marion
Goff Sturm	Mannington	Marion
Mary Sturm	Enterprise	Harrison
Ward Sturm	Fairmont	Marion
Caroline Sumpter	Fairmont	Marion
Mary Swisher	Weston	Lewis
Thelma Taliaferra	Watson	Marion
Mae Talkington	Hundred	Wetzel
Roxie Talkington	Mannington	Marion
Sallie Tennant	Rivesville	Marion
Lucretia Thompson	Shinnston	Harrison
Dorothy Thorne	Rivesville	Marion
Pearl Toothman	Fairview	Marion
John P. Trach	Fairmont	Marion
Anna Underwood	Fairview	Marion
Timothy Vandergrift	Colfax	Marion
Gladys Watkins	Hoult	Marion
Crystal Vista Watson	Metz	Marion
Rose Weaver	Fairview	Marion
Ruth Mary Webb	Shinnston	Harrison
Hildred Weeter	Shinnston	Harrison
Ona West	Spencer	Roane
Julia Marlowe White	Clarksburg	Harrison
Susie Williamson	Grafton	Taylor
Mitchell Willis	Shinnston	Harrison
Dollie Wilmoth	Fairmont	Marion
Frances Wilmoth	Elkins	Randolph
Lucile White	Clarksburg	Harrison
Ethel Wilson	Clarksburg	Harrison
Hazel May Wilson	Baxter	Marion
Ida Wilson	Flemington	Taylor
Allene Wingrove	Morgantown	Monongalia
Lena Wise	Davis	Tucker
Mary Wolfe	Independence	Preston
Virginia Wotring	Morgantown	Monongalia
Dorothy Wright	Clarksburg	Harrison
Edna Wright	Clarksburg	Harrison
Hilda Wright	Newburg	Preston
Flossie Yoho	Howard	Marshall
Audrey Yoho	Silver Hill	Wetzel

EXTENSION STUDENTS

1921-1922

NAME.	TOWN.	COUNTY.
Abbott, Amanda	Grafton	Taylor
Alderton, Ruth V.	Davis	Randolph
Allander, A. N.	Grafton	Taylor
Amos, (Mrs.) Lucille	Wyatt	Harrison
Anderson, Earl L.	Littleton	Wetzel
Archer, M. H.	Rosemont	
Armstrong, Carrie	Independence	Preston

Ash, Columbus	Adamston	Harrison
Bailey, Sebie	Fairmont	Marion
Martlett, Mrs. Ida R	Simpson	Taylor
Batson, C. O.	Hundred	Wetzel
Batten, Ruth	Morgantown	Monongalia
Bebout, Margaret	Grafton	Taylor
Beckman, Jessie K.	Cumberland, Md.	Allegheny
Bell, Mrs. Nellie B.	Clarksburg	Harrison
Bice, Bertha	Bridgeport	Harrison
Bingman, Mrs. Dollie Vandall	Creston	Wirt
Blake, Adeline Graham	Broomfield	Marion
Bryner, Ina Floyd	Worthington	Marion
Burke, Alex	Woodruff	
Byer, Eunice	Fairmont	Marion
Byers, Minnie	Grafton	Taylor
Carpenter, Bernice	Fairmont	Marion
Carper, Glenna	Grafton	Taylor
Cassell, Marie	Grafton	Taylor
Chaney, Owen	Fairmont	Marion
Chenoweth, Kenneth	Glennville	Gilmer
Chenoweth, Marion Fetty	Weston	Lewis
Chrystal, Marguerite	Davis	Randolph
Clarke, H. Y.	Fairmont	Marion
Cochran, Jessie	Grafton	Taylor
Colebank, Mrs. Grace	Fairmont	Marion
Compton, G. A.	Grafton	Taylor
Copenhaver, Coralie	Wyatt	Harrison
Copp, Justin	Fairview	Marion
Cox, F. Walter	Fairmont	Marion
Crane, Beatrice	Maud	Wetzel
Crim, H. L.	Fairmont	Marion
Crim, Pearl	Wyatt	Harrison
Cunningham, Hazel	Hepzibah	Harrison
Darkey, Nina	Parsons	Tucker
Davis, Hattie D.	Hammond	Marion
Davis, Mrs. Pauline	Fairmont	Marion
Derenburger, Carroll F.	Ravenswood	Jackson
Devine, Averil	Hundred	Wetzel
DeLung, S. A.	Burnsville	Braxton
Duncan, Harlan L.	Mannington	Marion
Dumire, Laura Atherton	Horton	Randolph
Dunn, Mildred A. F.	Clarksburg	Harrison
Duthie, Grace	Clarksburg	Harrison
Evans, Ada	Grafton	Taylor
Evans, Clell	Fairmont	Marion
Evans, Lulu	Grafton	Taylor
Faust, Alice Parker	Fairmont	Marion
Feather, Freda	Fairmont	Marion
Feather, Mae	Fairmont	Marion
Federer, Clara Beatrice	Jacksonville, Fla.	Duval
Fike, Elnora	Terra Alta	Preston
Fisher, Ethel G.	Fairmont	Marion
Floyd, U. S.	Mannington	Marion
Foley, Irene	Clarksburg	Harrison
Forbes, Margaret L.	Morgantown	Monongalia
Fryer, Ethel Mary	Grafton	Taylor
Forman, Hattie E.	Clarksburg	Harrison

Fuller, Jessie	Fairmont	Marion
Furbee, Bessie O.	Terra Alta	Preston
Gainer, Judson H.	Mt. Morris, Pa.	Greene
Gall, Mary Haddix	Cecil	Taylor
Gaskins, Olvah	Adamston	Harrison
Gibbons, Teresa	New Martinsville	Wetzel
Gibson, Ila Catherine	Grafton	Taylor
Goodwin, Alice	Clarksburg	Harrison
Good, Warren P.	Dayton, Va.	Rockingham
Gordon, Edwin Warren, Jr.	Grafton	Taylor
Gordon, M. Elizabeth	Clarksburg	Harrison
Grapes, Marie	Hepzibah	Harrison
Greisl, Agnes	Richwood	Nicholas
Grant, R. Naomi	Grafton	Taylor
Griffin, Loy E.	Wyatt	Harrison
Grimes, Elizabeth	Ravenswood	Jackson
Grimes, Will	Thornton	Taylor
Haddix, Jessie Ethel	Grafton	Taylor
Haggerty, Harland	Wyatt	Harrison
Haley, Orpha	Hepzibah	Harrison
Harpold, H. H.	Metz	Marion
Harshbarger, Jennie	Fairmont	Marion
Hawkins, Carrie	Clarksburg	Harrison
Heater, Gladys	Burnsville	Braxton
Helmick, Frances	Fairmont	Marion
Heinzman, Elizabeth	New Martinsville	Wetzel
Henderson Pauline N.	Fairmont	Marion
Hicks, Ernie M.	Summersville	
Himelrick, Maude	Clarksburg	Harrison
Holden, Wm. B.	Burton	Wetzel
Hollen, Ruth	Jane Lew	Lewis
Horn, Mary K.	Grafton	Taylor
Hunt, Garrett L.	Clarksburg	Harrison
Holland, Mary C.	Burton	Wetzel
Howell, Marion G.	Clarksburg	Harrison
Jackson, Helen M.	Fairmont	Marion
Jaco, Mattie	Grafton	Taylor
Jenkins, Edna	Grafton	Taylor
Kelley, Etta W.	Fairmont	Marion
Kennedy, Cecile	Clarksburg	Harrison
Kennedy, Eva H.	Hundred	Wetzel
Kidd, Bettie B.	Hundred	Wetzel
Knight, Rebecca	Adamston	Harrison
Knotts, Elizabeth	Clarksburg	Harrison
Leach, Emma Haddix	Thornton	Taylor
Leach, W. E.	Grafton	Taylor
Lee, Mabel	Grafton	Taylor
Linger, Maynard	Clarksburg	Harrison
Loar, Grace	Clarksburg	Harrison
Logue, Dorothy	Grafton	Taylor
Loughridge, Bessie	Adamston	Harrison
Love, Mable L.	Thornton	Taylor
Lynn, Katherine Frey	Grafton	Taylor
Maple, Mildred	Fairmont	Marion
Martin, Edgar Blair	Fairmont	Marion
Mayle, William R.	Shinnston	Harrison
	Moatsville	Barbour

Messenger, Metta	Clarksbur	Harrison
Metz, Minnie A.	Mannington	Marion
Milan, Otis H.	Barrackville	Marion
Miller, Grace	Grafton	Taylor
Miller, Ruth	Clarksburg	Harrison
Morrison, L. F.	Morgantown	Monongalia
Musgrave, Ruth	Grafton	Taylor
McElfresh, Viola	Fairmont	Marion
McKinney, Matilda	Fairmont	Marion
McQueen, W. E.	Weston	Lewis
Naylor, W. L.	Grafton	Taylor
Newcome, John A.	Grafton	Taylor
Offutt, Nellie	Grafton	Taylor
Orr, Ida Agnes	Fairmont	Marion
Page, Laura B.	Williamstown	Wood
Parrack, Cecil A.	Fairmont	Marion
Parsons, Selma	Davis	Randolph
Paugh, D. T.	Philippi	Barbour
Payne, E. A.	Bridgeport	Harrison
Peek, Pearl	Richwood	Nicholas
Pell, Laura B.	Fairmont	Marion
Pigott, Gladys	Worthington	Marion
Piggott, H. W.	Grafton	Taylor
Pinnell, Paul M.	Ripley	Jackson
Pinnell, W. Perry	Ripley	Jackson
Pownall, Helen	Grafton	Taylor
Preston, Bessie Lee	Fairmont	Marion
Price, Fred R.	Fairmont	Marion
Proudfoot, Boone	Buckhannon	Upshur
Proudfoot, Greta Teets	Buckhannon	Upshur
Queen, Anise C.	Grafton	Taylor
Queen, H. M.	Grafton	Taylor
Reed, Bessie J.	Fairmont	Marion
Reed, Pauline	Fairmont	Marion
Reeves, Neva	Shinnston	Harrison
Reynolds, Lottie	Clarksburg	Harrison
Richmond, Edna Bradley	Cameron	Marshall
Rider, P. M.	Rivesville	Marion
Ripley, L. E.	Alma	Tyler
Roberts, Odgar	Hundred	Wetzel
Robinson, F. D.	Grafton	Taylor
Robinson, Mary	Clarksburg	Harrison
Rogers, Cephas	Linn	Lewis
Rogers, Florence W.	Grafton	Taylor
Rogers, Idelle H.	Grafton	Taylor
Sample, Mrs. Bessie R.	Fairmont	Marion
Santee, J. W.	Mannington	Marion
Schroreder, Louise	Grafton	Taylor
Shackleford, Alma	Clarksburg	Harrison
Shaffer, Vertie M.	Fairmont	Marion
Shanks, Fleda A.	Grafton	Taylor
Stuart, Adelaide	Clarksburg	Harrison
Shaw, Sadie	Colfax	Marion
Shepler, Katherine E.	Pittsburgh, Pa.	
Sholes, W. H.	Weston	Lewis
Shough, Edna	Hundred	Wetzel
Shroyer, Lola V.	Thornton	Taylor

Skinner, M. P.	Gassaway	Braxton
Snider, Ora C.	Clarksburg	Harrison
Snodgrass, Gypsy	Smithfield	Wetzel
Snopps, Elizabeth	Bulltown	Graxton
Stevens, Ira E.	Fairmont	Marion
Storey, Betty	Mannington	Marion
Talkington, Mae	Hundred	Wetzel
Talkington, Sadie	Hundred	Wetzel
Teets, Mrs. Bernice	Clarksburg	Harrison
Thayer, Marguerite	Grafton	Taylor
Thomas, Pearl	Fairmont	Marion
Traugh, Bertha	Clarksburg	Harrison
Trout, Mollie E.	Martinsburg	
Tucker, Mrs. Mary E.	Fairmont	Marion
Turner, Roy W.	Hundred	Wetzel
Tustin, D. A.	Middlebourne	Tyler
Wallace, Olive	Fairmont	Marion
Walker, Lila Clare	Grafton	Taylor
Warder, Ina M.	Grafton	Taylor
Watkins, Daisy Deane	Fairmont	Marion
Watkins, G. Minnette	Grafton	Taylor
Waugh, Lewis H.	Clarksburg	Harrison
West, Alma McWhorter	Clarksburg	Harrison
West, Ottie V.	Grafton	Taylor
White, Mrs. Emma	Fairmont	Marion
White, Grace	Grafton	Taylor
Whitehair, George W.	Terra Alta	Preston
Wilkins, Inez	Independence	Preston
Wilkinson, D. D.	Shinnston	Harrison
Wilson, Amanda	Elizabeth	Wirt
Wilson, Bertha	Farmington	Marion
Withers, Lelia	Grafton	Taylor
Woofter, Emma	Cox's Mills	Gilmer
Wood, Walter A.	Grafton	Taylor
Wolfe, Gladys	Richwood	Nicholas

ENROLLMENT OF RESIDENCE STUDENTS BY COUNTIES.

Marion	263
Harrison	66
Wetzel	28
Taylor	18
Preston	17
Lewis	13
Braxton	11
Monongalia	11
Marshall	9
Tucker	6
Randolph	4
Tyler	3
Nicholas	3
Upshur	3
Wood	3
Barbour	2
Calhoun	2
Hancock	2
Pleasants	2

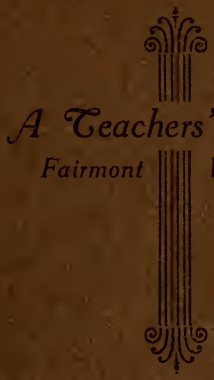
Pocahontas	2
Ritchie	2
Tucker	2
Wirt	2
Fayette	1
Grant	1
Jackson	1
Pendleton	1
Roane	1

FAIRMONT STATE NORMAL SCHOOL

ENROLLMENT FOR YEAR 1921-1922

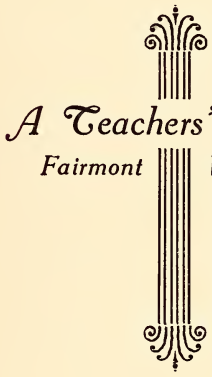
	Boys	Girls	Total
Senior Normal Class	7	55	62
Junior Normal Class	55	62	117
Senior Short Course Class	7	58	66
Senior Academic Class	3	8	11
Special Students	8	2	10
Spring Term	25	86	111
Summer School	52	220	272
	158	491	649
Counted Twice	27	96	123
Total for year	131	395	526
Extension Students	65	165	230
	196	560	756
Counted Twice	10	14	24
Grand Total for year	186	546	732

Catalog of Fairmont State Normal School



For 1923-1924

Catalog of Fairmont State Normal School



For 1923-1924

CALENDAR FOR 1923-24

First Semester opens September 19.
Christmas vacation begins December 21.
School resumes January 7.
First Semester closes February 7.
Second Semester opens February 11.
Spring vacation begins April 26.
Spring Term opens April 30.
Commencement June 14.
Summer Term opens June 18.

All requests for information should be addressed to

JOSEPH ROSIER, President,
State Normal School,
Fairmont West Virginia.

THE STATE BOARD OF CONTROL

403 Capitol Street,
Charleston.

James S. Lakin, President.....Charleston
J. Walter Barnes, Treasurer.....Charleston
J. S. Darst, Member.....Charleston
Roy Reger, Secretary.....Charleston

The State Board of Control has charge of the financial and business affairs of the State educational institutions.

THE STATE BOARD OF EDUCATION

State Capitol Building
Charleston

George M. Ford, President.....Charleston
L. W. Burns, Vice-President.....Grafton
W. C. Cook.....Welch
Howard M. Gore.....Clarksburg
Bernard McClaugherty.....Bluefield
Earle W. Oglebay.....Wheeling
Mrs. Lenna Lowe Yost.....Huntington
J. Frank Marsh, Secretary.....Charleston

The State Board of Education has charge of all matters of a purely scholastic nature concerning the State educational institutions.

AN EXPLANATORY FOREWORD

Since some misunderstanding seems to prevail about the present status of Fairmont Normal, an explanation is desirable.

The name of this school remains as it was: "Fairmont State Normal School;" and it will so remain until it is changed by act of the West Virginia legislature. But the school, by official act of the State Board of Education, has been given permission to add two years of college work and to grant the degree of A.B. in education. This institution therefore, while a Normal School in name, is in reality a teachers college.

This change does not mean that the established normal courses for the training of elementary teachers will be eliminated; it merely means that Fairmont Normal will add to its established courses another course, a course to train teachers for high schools.

Fairmont Normal is, therefore, still a teacher-training institution, not at all a general, liberal-arts college. But those who do not desire to teach may nevertheless attend the school and secure college credit for the academic work they take. Two or three years of college credit may thus be earned.

FACULTY 1922-1923

Joseph Rosier, A. M.
President

Walter Barnes, A. M.
Dean, Head of English Department

Laura E. Briggs
Drawing

Eva Compton, B. Sc.
Household Economics

Virginia Gaskill
Household Economics

Blanche Gibson, A. B.
Hostess at Woman's Hall, Education

Maude M. Hull, A. B.
Education

Ethel Ice, A. M.
Registrar, French

Laura F. Lewis, A. M.
English

E. L. Lively, A. M.
Biology and Agriculture

E. E. Mercer, A. B.
Mathematics

Mrs. N. R. C. Morrow
Chaplain, English

Paul M. Morrow
Director of Extension, Education

Irene Osborn
Vocal Music

Dorcas Prichard, A. M.
Dean of Women, History

Harold F. Rogers, A. M.
Chemistry

Francis Shreve, Ph. D.
Head of Education Department, Psychology

Rachel Toivenen
Physical Education

*Frank S. White, A. M.
Education

Kathryn Beltzhoover
Piano and Organ

Kathryn Browning, A. B.
Dietitian

Mrs. Emory F. McKinney
Librarian

Blanche Price
Secretary

Wirt G. Faust, A. M.
English (Summer School)

D. C. Tabler
Education (Summer School)

H. F. Toothman, A. B.
Education (Summer School)

ADDITIONS TO FACULTY FOR 1923-24

P. F. Opp, A. M.
English

Watt Stewart, A. B.
Head of History Department

Homer C. Toothman, A. B.
Mathematics, Physical Education

TRAINING SCHOOL

Evelyn Prickett, Principal
Myrtle McKinney, Eighth Grade
Florence White, Seventh Grade
Louise Leonard, Sixth Grade
Carolyn Barns, Fifth Grade
F. Willard Clayton, Fourth Grade
Olive Wallace Evans, Third Grade
Agnes Erwin, Second Grade
Willa Leonard, First Grade

*On leave of absence, 1922-1923.

FACULTY COMMITTEES

Classification and Credits

Mr. Barnes Mr. Shreve Mr. Lively
Mr. Rosier Mr. Rogers Miss Ice

Placement of Graduates

Mr. Shreve Miss Hull Mr. Barnes

Employment for Students

Miss Price Miss Prichard Mr. Rosier

Athletics

Mr. Toothman Miss Toivenen Mr. Lively

Social

Miss Prichard Miss Beltzhoover Mr. Opp

Lecture Course

Mr. Lively Miss Briggs Miss Ice

Library

Mrs. McKinney Mr. Stewart Miss Lewis

Chapel

Mrs. Morrow Miss Osborn Miss Compton

CLASS OFFICERS

College Junior and Senior, Mr. Shreve
College Freshman and Sophomore, Mr. Rogers
Standard Normal Senior, Mr. Lively
Standard Normal Junior, Miss Lewis
Short Course, Mr. White

INSTRUCTIONS TO NEW STUDENTS

1. Read this catalog through carefully, then if there are any questions you wish to ask, write directly to Joseph Rosier, President State Normal School, Fairmont, West Virginia.

2. If you are to stay at home while attending the Normal, you need not make any arrangements previous to enrolling. Come to the Normal School building on September 19th or as soon thereafter as posible, and directions for enrolling will be given you after you arrive at the building.

3. If you are not able to remain at home while attending the Normal School, it is best to make arrangements for room and board before you come to Fairmont. All young women entering the Normal will be expected to engage rooms at the Woman's Hall, unless they have permission to stay with relatives or friends in the city. In any case they should write Miss Dorcas Prichard, Dean of Women, concerning the place where they are to stay while students in the Normal.

4. If you are a graduate of a four-year High School, you become upon your entrance a member of the Junior Normal or the Freshman College class. Your High School grades will be accepted at their full value, regardless of what the subjects are. Ask the principal of the High School from which you graduated to send a full and accurate statement of all the work you did, to Miss Ethel Ice, Registrar. If possible, have this done before you enter the Normal School.

5. If you have done advanced work in some college or Normal School of approved standing, the work you have done there will be accepted at its full value on either Normal or college courses. Have all the grades you have made at other institutions certified to the Registrar of the Normal. When you send in this statement, request that the committee on classifications and grades pass upon your credits and give you your rating. This committee will tell you how much work you have to complete to finish the course you wish to enter. (But see pages 20, 24, 27 for residence requirements.)

6. If you are a teacher of maturity and experience, some credit on the Normal School Course will be granted you by the committee of classifications and credits. The amount of credit given varies with the value of the experience in teaching as determined by the committee, but in the Standard Normal and College Courses it cannot exceed a total of 12 semester hours.

GENERAL INFORMATION

Fairmont State Normal School exists to prepare teachers. More specifically, it exists to prepare teachers for the elementary and high schools of central and northern West Virginia. It is not in any sense a competitor with the high schools of the state or with colleges or professional institutions of the state; it has its own special field of endeavor and is satisfied to do the valuable work entrusted to it.

The Normal School graduates about two hundred teachers every year. It sends out, to twenty-five or more counties in this part of West Virginia, well-prepared and well-trained young men and women to teach in the cities, villages, and rural communities. Each one of these teachers influences twenty or thirty boys and girls every year, so that the work of the Normal School is affecting the educational conditions all over this section of the state. Undoubtedly, not a little of the progressive, modern, wholesome spirit observable in the schools, much of the improvement in teaching methods, much of the educational reform that has been sweeping over the central and northern counties of the state, has been due to the influence of Fairmont Normal. Having found a rich sphere of service, this Normal School is concentrating all its energies and powers on making its contribution as effective and large as possible, ignoring everything that would hamper it in the carrying out of this one policy.

The Normal School is always the pivotal point of a public school system. If the Normal School is ineffective, the entire school system suffers, directly and seriously. The preparation and training of teachers is therefore an absolute essential to the success of a system of public education. Fairmont Normal School clearly recognizes this fact, and is endeavoring to discharge the tremendous responsibilities committed to its charge. It is especially aware of the unusual conditions in education brought on by the Great War; the scarcity of teachers, new ideas of education, new duties thrown upon the public schools of America; and in attempting to give some assistance toward the solution of these vital problems Fairmont Normal feels that she is doing her largest service.

The Normal has fitted itself into the public school system of the state and articulates perfectly with all other parts of the system. It gives graduates of four-year high schools entrance without examinations or conditions or stip-

ulating what subjects they must have had; it sets up no arbitrary standards, it makes no attempts to influence in this way the curriculum of the public schools. It has a special one-year course for those who wish to teach in villages or the country; it encourages specialization in definite kinds of teaching; it provides special work in physical training, children's games, story-telling, music, drawing, agriculture, English, manual arts of various kinds—in fact, whenever it has been possible, the Normal has endeavored to prepare teachers in all the new subjects and for all the new duties as they have been made apparent. Whenever it is evident that a desirable change in the public school system has taken place or is about to take place, Fairmont Normal does its utmost to adjust its work, its ideals, its traditions, to this change.

One of the ways in which Fairmont Normal is of a special service to the teaching profession is in its helpfulness to teachers already in service. There are always many teachers who cannot afford to attend school for an entire year at one time. Through its special Spring and Summer Terms, and through its correspondence and extension classes, the Normal School comes to the aid of such teachers. making it possible for them to continue their academic and professional studies. Each year teachers in service graduate from the Normal School, the education obtained through experience in teaching being estimated liberally and counted toward graduation.

IDEALS AND SPIRIT OF THE SCHOOL.

Every educational institution develops, in the course of years, a distinctive and characteristic "school spirit." It is this, rather than the buildings or equipment or the faculty, which most clearly distinguishes one school from another and gives each school almost a personal individuality.

Fairmont Normal's school spirit is well-known; the unusual ideals and traditions of the school are almost immediately perceived by the new student or the visitor. The spirit is attractive and wholesome, and it accounts for the feeling of intense loyalty and devotion which students and graduates show for the school.

Very prominent in Fairmont Normal is the richness and fineness of the social life of the students. For years it has been the tradition that Fairmont Normal students should engage in many diversified social activities, that

Fairmont Normalites be acquainted with the best usages and trained in good breeding and the social arts. The authorities of the school believe that this is an important part of the education of any young man or woman, particularly of anyone preparing to teach. Parties, receptions, teas, picnics, formal and informal gatherings of various sorts are therefore recognized and encouraged as an essential feature in the life of Fairmont Normal—all of these being subject to the direction and supervision of the Dean of Women and the Social Committee of the Faculty.

Another noticeable quality of the life at Fairmont Normal is the student freedom that prevails. The Faculty governs by suggestion and advice rather than by rules and strict regulations, thus throwing the responsibility for conduct largely upon the students themselves. Visitors to the Normal School are always impressed by the lack of friction, by the absence of visible authority, by the fact that the school seems to "run itself." As a result of this liberality and freedom from imposed discipline, there has not been a serious case of misconduct or severe punishment at the Normal for several years. The authorities of the school believe that by thus giving the students more freedom of government and by placing more and more responsibility upon them as they show themselves worthy of it, they will be the better prepared for assuming the duties of teaching and the better prepared to accept responsibility and to display initiative.

A third feature of the school life at Fairmont Normal is the excellent quality of the studentship. Hard, earnest, serious work is expected and exacted of the students. Those who are not willing to work diligently in the class room and in the many student activities and organizations, are not invited to attend Fairmont Normal. The life of the average student at this institution is a very busy one; that is one of the traditions of the school, it is a part of the school spirit.

Finally, as Fairmont Normal is a teachers' school, the "atmosphere" is distinctly professional. "Teaching" is the subject most talked about throughout the school; the ambitions and hopes of every student center in teaching, it is the common goal of all. In consequence, there is a unanimity of purpose and effort, a singleness of aim that inspires all who attend the school and gives them zeal and enthusiasm for teaching.

All this makes Fairmont State Normal School a most excellent place for living a full, rich, happy, busy life, for securing inspiration and preparation to enter upon one of life's most important vocations: teaching.

HISTORY

Provisions for the establishemnt of the Fairmont State Normal School were made by the State Legislature of 1867, and an appropriation was provided for the inauguration of the work of the school. In the Act providing for the school, its purpose was declared to be that of educating and training teachers in the improved methods of instruction and discipline that would be of the best service to the common schools of the State. For more than fifty years the Normal School has striven to carry forward the purpose of its founders. Thousands of young men and women have been enrolled as students, and have felt the influence of the instruction which has been given, and thousands have been graduated and are engaged in the different vocations of the State, exerting wide influence in public affairs. From the beginning, the Normal School gave prominence to the idea of teacher training, with the result that the graduates of the school are very prominent in the educational work of the State. The men and women whose names have appeared in the list of faculties have been widely known for their ability and scholarship, and the instruction which has been given by them has been far reaching in its effects.

In material and equipment, the Normal School has made steady advancement. In 1872 an appropriation was made by the State Legislature for the erection of a new building in conjunction with the local Board of Education. The building was completed and occupied in June, 1873. For many years, the building, standing at the corner of Main and Quincy streets, housed both the Normal School and the Public Schools of Fairmont. It has been entirely abandoned for school use. In the year 1893 the Normal School was moved into a new building on Fairmont Avenue, between Second and Third streets. Several years ago the State authorities recognized the need of the institution for a larger site, with more room for buildings. The Board of Control, therefore, was authorized by the State Legislature to purchase new grounds at the far end of Locust Avenue, on the west side of Fairmont. The new site consists of eighteen and one-half acres of ground, ideally located for the institu-

tion. In January, 1917, the Normal School was moved into the magnificent new building, which is to be its home in the future. Since that time a temporary gymnasium and a beautiful girls' dormitory have been constructed.

The curriculum has steadily been enlarged and improved to keep pace with the needs of the times. For many years the curriculum was parallel to that of a high school. About 1912 a year's work was added, making it necessary for graduates of a standard high school to spend one year in the Normal. About 1915 another year's work was added, bringing the school up to standard normal work. In 1920 the high school, or academic department was discontinued. The last step was taken in 1923. At this time the Normal School was granted permission to offer a four-year college course and to grant the A. B. degree in Education. The first college degrees will be granted in June, 1924.

LOCATION

The Fairmont State Normal School is located at Fairmont, West Virginia, on the Monongahela River, near the junction of the Tygarts Valley and West Fork Rivers. It is on the main line of the Baltimore and Ohio Railroad, and at the terminus of the Monongahela Railroad. It may be reached on the Monongahela Valley Traction Company interurban lines from Weston, Bridgeport, Clarksburg, Mannington and Fairview. It is the geographical center of one of the most populous sections of the state. Clarksburg, Grafton, Elkins, Mannington, Moundsville, Wheeling, Parkersburg and other important towns and cities are within a short distance; Fairmont is one of the most accessible cities of the State.

Fairmont is a busy, modern, progressive city of about 20,000 population, with a commission form of government, electric lighting, pure water supply—all the advantages and conveniences of a modern urban community. It has many fine churches of different denominations, and it has one of the best public school systems in the country. Its population is composed of an enterprising and wide-awake class of people. Its citizens take an active interest in education and all movements for the advancement of the community and the state. Many of America's famous public men and women and most noted speakers have been brought to Fairmont by some of the city's clubs and societies. For these reasons, it is an especially favorable location for an educa-

tional institution. Young people who attend the Normal School will come in touch with the progressive spirit of the city in which the institution is located.

BUILDINGS AND CAMPUS

The main building is a fine example of classic architecture, and is one of the finest public buildings that has been erected by the State. With its architectural beauty, it combines a practical arrangement and equipment for school work. It stands in the center of the spacious new campus and commands a beautiful view of the surrounding country. The building is 265 feet long, 65 feet wide, and three stories in height. The outside walls are made of light brick trimmed with limestone and terra cotta. Beautiful steps and approaches have been completed. It contains a fine auditorium, large library, study halls, society rooms, rooms for domestic science and domestic art, biological laboratories, chemical and physical laboratories, science lecture rooms, music rooms, offices, lunch rooms and general recitation rooms. Although very large, the building has already been outgrown by the rapidly enlarging student body. The legislature of 1923, recognizing this, has appropriated $60,000 to build a wing, which will contain library, reading room, oiffces, and additional class rooms.

The womans' hall, which was finished in 1922, is of the same architecture and material as the main building. It is situated in the rear and at right angles to the main building, with a beautiful view in all directions over the hills. The hall has accomodations for seventy-five young ladies, besides liberal provision for parlors, dining room and suites for the matron. The womans' hall is in charge of a mature woman of experience and special training, so that the occupants will be as well cared for as they would be in their own home. All in all, the womans' hall is one of the finest dormitories in West Virginia.

A temporary wooden gymnasium has been constructed on the campus and is in constant use by students of the Normal School, and other schools in this community. It has one of the best basketball floors in the State. The Monongahela Valley Basketball Tournament is held here annually, and is one of the important events of the athletic year. The gymnasium provides splendid opportunities for the training of students in all indoor games and sports. It is the laboratory of the department of physical education.

The campus is rapidly becoming one of the most beautiful and picturesque grounds in the state. Several acres have been laid out in gardens, trees and shrubbery are being planted, walks and roads laid, and other improvements made.

LIBRARY

Fairmont Normal has a useful and usable library of more than seven thousand volumes, in charge of a competent librarian and assistants. The books have been selected with care, with the special view of getting together the best books in the different fields of knowledge and literature and specifically in the field of education. Practically all the authoritative books on Education, all the classics in English and American Literature, and all well-known reference books are to be found in the library. Modern fiction, drama and poetry are well represented.

The librarian and the members of the faculty do their utmost to make this splendid collection of books known to the students and to train the students in the rapid, intelligent use of the books. In most of the classes definite reference work is required and bibliographies are compiled; and special courses in the use of books and the library are given by the librarian and the English teachers.

In the library are to be found many of the most useful and popular newspapers and magazines, both educational and general. Students are allowed free access to these periodicals, and each week the librarian posts on the library bulletin lists of stories and articles most worth reading, so that the student may be assisted in finding what he wants to read. The library owns a large number of bound volumes of periodicals of recent years.

EXPENSES

It is the aim of the Normal School authorities to keep the expenses for students as low as consistent with their being well provided for. Fairmont is not an inexpensive place to live, but the new womans' hall will allow of students being cared for at very reasonable cost. It is estimated that a student can attend school a year at Fairmont Normal for the following:

Board and Room	$300.00
Tuition and class expense	20.00
Laundry	30.00
Books and stationery	15.00
Miscellaneous	35.00
Total	$400.00

(Rooms at Morrow Hall range from $1.50 to $2.00 a week. Table board is $5.00 a week.)

This summary is estimated on the needs of the average student. Some students will spend considerably more than this, and some will be able to attend school for slightly less.

No one who desires to attend school at Fairmont Normal should become discouraged because he is not provided with sufficient money to pay all his expenses. There is abundance of work of various kinds for young men and women, in and about Fairmont, and any ambitious and energetic student can make his own way while attending school. A faculty committee assists students to secure employment.

A good many young women students secure room for light housekeeping, and reduce the cost of living materially, especially if they can have some provisions sent them from home.

ORGANIZATIONS AND STUDENT ACTIVITIES

Student organizations and activities carried on by students have a distinct and notable place in the school. Recognizing that they encourage initiative and self-control, provide laboratory for development in English, teach parliamentary law, and train in appearing before the public, and realizing that this is of special value for teachers the authorities manifest keen interest in the conduct and success of the established organizations and the formation of new ones. Every student can find some kind of student work that fits in with his interest and talents.

Student Body

The entire school is organized into an association known as the Student Body. It fills an important place in the general work of the Normal School. Through this organization, receptions are arranged, officers of the "Bulletin" elected,

special committees appointed, the Lecture Course directed, and many other services as they arise from time to time are rendered. A Student Body fee of $2.50 a year is required, of all students. This covers the cost of receptions, flowers, and additional expenses for the student body. It also entitles the students to a ticket for all numbers in the regular Lecture Course.

Social Cabinet

The president of the Student Body and the presidents of all the school organizations, together with a faculty representative, constitute what is known as the Social Cabinet. This is the advisory board of the Student Body. Through it many wholesome movements are launched and projects initiated.

Athletics and Health

For many years Athletics and Physical Education have occupied a prominent place in the life of Fairmont Normal. Within the last year or two the entire plan of carrying on this phase of student life has been re-organized. A new constitution has been adopted, providing for better student control and in the management of the various athletic teams and contests. In 1923-24, for the first time in many years a competent faculty coach and supervisor of athletics for men students will be employed. A well trained instructor is in charge of the athletic activities and physical education of the young women students. Reasonable scholastic requirements are made of all those who participate in interscholastic contests, and credit in scholastic hours is given for participation in such contests.

One of the features of athletics, beginning in 1923-24, will be athletic contests of all kinds among the classes and organizations of the school.

Fairmont Normal has no desire to over-emphasize athletics. The purpose of athletic activities in this institution is primarily to maintain and foster the physical well being of the students. It is expected that everyone who is physically able, take part in some form of athletic sports. Throughout the Normal School and College courses physical education, consisting of gymnasium work and various kinds of exercises, is required of all students, unless they are excused by the committee on classification and grades. The authorities of Fairmont Normal wish to make athletics truly educational, in order that it may have a place in the curriculum and the life of a teacher-training school. A fac-

ulty committee has supervision of all intra-normal and extra-normal athletics.

Hikers' Club

The young women of the school have organized a hikers' club which is active especially in the fall and spring months. The purpose of this club is to take hikes out from Fairmont through the country and the nearby towns. Any girl student in school may join this club. Mis Toivenen, director of physical education, is leader of this organization.

Class Organizations

Each class in school has its organization for social and educative purposes. A class officer from the faculty is advisor of each class group.

School Publications

Fairmont Normal has two publications: "The Bulletin," a fortnightly news magazine, and "The Mound," a year book. Both of these publications are in the hands of the students, subject to faculty supervision. They provide a means of self-expression for those interested in any form of writing.

Young Women's Christian Association

The purpose of the organization is to unite the women of the institution in loyalty to Jesus and to lead them to accept Him as their personal Savior. It further seeks to enlist their devotion to the Christian Church and to the religious work of the institution.

It is the policy of the organization to co-operate with every phase of school life, to help uphold the standards of the school and to serve the school as a whole, each individual of the school, and the community whenever it is possible. In order to carry out this policy, the Association is divided into a number of communities through which it does its work.

The meetings committee plans the programs for each week. The social service committee looks after the sick and discouraged student, and through co-operation with the local Associated Charities gives students some experience in modern social service work. The social committee has as its policy the fostering of friendliness throughout the school, of helping to keep high standards of social life, and of giving a series of parties that will satisfy the various needs of the school.

Dramatic Club

The Normal School students have organized a dramatic club, which has been very much in evidence during the past year. All those students who have dramatic talent and who wish to obtain training and practice in this activity, are invited to join. During the year 1922-23 the club gave three plays of merit, one of them, "Seven Keys to Baldpate," ranking unusually high as an amateur production. The dramatic club is adding much to the richness and variety of school life.

Glee Clubs

Fairmont State Normal has two Glee Clubs: one for the young men and one for the young women. These are voluntary organizations. All students having musical ability belong to one or the other of these organizations, and meet once a week throughout the year for practice and rehearsals. Once or twice during the year the two organizations combine to give a joint public program. Miss Osborn, teacher of vocal music in the Normal School, is director of these clubs.

Lecture Course

The Lecture Course, which is under the direction of the Student Body and Mr. Lively, the faculty representative, is one of the most notable features of Normal School life. Each year six or eight programs, consisting of lectures, concerts, plays, and various kinds of entertainment, are given in the school auditorium.

TRAINING SCHOOLS

Arrangements have been made with the Board of Education of Fairmont Independent District by which the Butcher School, located on Fourth street, is open to the regular Normal School Seniors for observation and practice teaching, and through the courtesy of the local school authorities the other schools of the city and community have been opened to those students who are taking the Normal Courses.

Arrangements have been made also for training facilities in other schools in nearby communities. All students of the Normal School have abundant opportunity to observe excellent teaching and to practice teaching, under competent critic teachers. All training work is under the direction of the Education department of the Normal School.

COURSES OF STUDY

Fairmont State Normal School is now a teachers' college. Beginning in 1923 a full four-year college course, leading to the degree of Bacehlor of Arts in Education, will be offered.

The institution now offers three courses of study: the college course, the standard (two-year) Normal course, and the short (one-year) Normal course.

Before studying the different courses the student should learn the following definition:

An hour, usually called "semester hour," is the credit received for taking a subject one recitation period a week for eighteen weeks. Thus, taking a subject three times per week for eighteen weeks would give the student three semester hours' credit. This term is usually used to count work above high school grade where recitation periods are one hour long. It will be seen that a student taking four subjects four times a week for a year should receive 32 "semester hours" credit. This is the amount of credit usually earned in a year.

Laboratory Credit. Two class periods in laboratory work are equivalent to one recitation period in a subject requiring preparation for the recitation. This rule of measurement applies to all subjects not requiring preparation, such as physical training, music, and drawing.

COLLEGE COURSE

PURPOSE: This course is designed to prepare teachers for Junior and Senior High Schools ,and supervisory positions.

ENTRANCE: Any graduate of a four-year high school or a school of similar rank is admitted to this course without examination or conditions, regardless of what subjects he has taken in the high school course.

LENGTH: This course consists of four full years of work above a four-year high school course. One hundred twenty-eight semester hours are required for graduation.

RESIDENCE: Thirty-two hours must be done in residence at the Normal School, sixteen hours of which must be done during either the first or second semester of the student's senior year.

RATE AT WHICH CREDIT CAN BE EARNED: The regular amount of work for each year of this course is thirty-two semester hours. In the first two years of the course the student may, by permission of his class officer carry thirty-six semester hours a year. In the last two years of the course the student may, by permission of his class officer, carry thirty-four semester hours a year.

ADVANCED CREDIT: Credit on the college course is allowed, hour for hour, for work done in any institution of recognized standing beyond high school rank. Students and graduates in the Normal courses, either in this institution or elsewhere, will receive credit hour for hour for the work done in these courses. Thus, a graduate of the Standard Normal course, who has earned sixty-four semester hours, would receive credit for sixty-four hours on the college course, leaving sixty-four hours additional work to complete.

CERTIFICATE GRANTED: Graduates of the college course receive a certificate from the State of West Virginia, which certificate enables them to teach in any high school or elementary school in the state, and which is accepted by most other states as the equivalent of the high school certificate in those states.

CONTENTS OF THE COLLEGE COURSE

The college course is not organized and outlined by the semester-schedule plan, but by major subjects, minors, groups, and electives. Courses are to be taken, whenever possible, in the order of their numerical designation; certain courses may be taken only in the junior and senior years; certain other courses may not be entered upon until certain pre-requisite courses have been finished.

To graduate from the college a student must see that his work conforms to the following requirements:

1. A total of 128 semester hours.
2. Required of all students 36 hours.
    1. In Education 24.
    2. In Physical Education 8.
    3. In English 4.
3. Major—24 hours.
   Minor—16 hours.
4. Electives 52 hours.

These elective hours must be distributed among at least four additional departments or groups, with not less than 8 hours in each group.

The major and minor subjects shall be chosen not later than the beginning of the sophomore year. The student should select as his major the subject that he desires to teach. The minor should be chosen from a related field, or should be the second subject that the student would elect to teach, if he should be called upon to teach two subjects.

In 1923-24 the majors and minors may be chosen from the following departments or groups:

1. Education.
2. English.
3. Social Science (history, civics, and sociology).
4. Physical Science (physics, chemistry, and general science).
5. Biology (agriculture, botany and nature study).
6. Home Economics (domestic art and domestic science).
7. Fine Arts (drawing and music).

If education is elected as a major 30 hours are prescribed, 6 hours in addition to the general prescription of 24 hours.

Minors may be chosen, also, from:

1. Mathematics.
2. Physical Education (including physiology and hygiene).
3. French.

Graduates of the Normal Course may complete the college course by doing 64 hours in addition to the 64 hours required in the normal course. The 64 additional hours, however, must be distributed so as to meet the general requirements for graduation in the college with respect to majors and minors, and the distribution among four additional departments, and must include 12 hours additional work in education.

Work taken in the second year of the Normal Course may be counted on the major and minor subjects. Work taken in the first year may be counted on the 56 elective hours.

OUTLINE OF COURSES LEADING TO AN A. B.

Name ..... Address .....

						Hrs.
Education						24
Education 1	3		Education 22	4		
Education 20	4		Education 24	2		
Education 21	4					
English						4
*English 1	2		*English 2	2		
Physical Education						8
(Men)			(Women)			
Physical Education 1	2		Phyiscal Education 1	3		
Physical Education 5	2		Physical Education 3-4	2		
Physical Education 7	2		Physical Education 23	1		
Physical Education 25	2		Physical Education 24	2		
Major						24
Minor						16
Distributed Electives: Four Groups						32
1			3			
2			4			
Free Electives						20
			Total			128

*Requirement may be waived if the student can pass a satisfactory examination in English.

STANDARD NORMAL COURSES

ENTRANCE: A graduate of a four-year high school or a school of similar rank is admitted to these courses without examination or conditions, regardless of what subjects he has taken in the high school course.

PURPOSE: These courses are designed to prepare teachers for positions in the elementary schools of the towns and cities of West Virginia. Graduates of these courses are recommended for positions in the town and city school systems of the state.

LENGTH: These courses represent two full years of work above a four-year high school course. Sixty-four semester hours are required for graduation.

RESIDENCE: Thirty-two hours of the sixty-four hours must be done in Fairmont Normal. At least twenty-two of the thirty-two must be done in residence; the remaining ten hours may be done through correspondence or extension work from Fairmont Normal.

RATE AT WHICH CREDIT CAN BE EARNED: The maximum of credit hours allowed in these courses in any one year of thirty-six weeks, is thirty-six semester hours, unless special permission is granted by the Normal School committee of classification and credits. This permission is granted only to exceptional students.

ADVANCED CREDIT: Credit in the Normal Courses is allowed, hour for hour, for work done in the Short Course of Fairmont Normal, for work done in any institution of recognized standing beyond high school rank, or, under certain circumstances, for work done in excess of sixteen units in the high school from which the student graduated.

CERTIFICATE GRANTED: Graduates of these courses receive a certificate from the State of West Virginia, good for five years, and renewable almost indefinitely, so that it is practically a certificate for life. This enables the graduates to teach in any school in West Virginia, and it is usually accepted by other states as equivalent to the highest certificate in those states.

SALARY: Graduates of standard normal courses cannot receive, under the law of West Virginia, a salary of less than $100.00 a month. This is the basic salary for the first term of teaching. Most graduates of Fairmont Normal start in with a salary of from $110.00 to $140.00 a month.

CONTENTS OF THE STANDARD NORMAL COURSES

Students entering the Standard Normal Course have a choice of any one of three differentiated curricula: Primary, intermediate and junior high. The differentiation does not begin, however, until the second semester of the junior year, in order that students may have an opportunity, during the first semester, of deciding what work they wish to take. Certain subjects (called "constants", and marked with a star) are found in all the Standard Normal Courses. The electives are chosen from the list of subjects outlined in this catalog, but must be approved by the class officer.

The requirements in English 1 and 2 will be waived upon satisfactory entrance examination.

PROGRAM OF STUDIES

PRIMARY CURRICULUM

Junior Year

*Education 1. Introduction to Teaching	3	hours
*Education 2. Educational Psychology	4	
*Physical Education 1. Physiology and Hygiene	3	
*Sociology 1. Social Relations	1	
*English 1	2	
*English 2	2	
Education 3. Supervised Study	4	
Physical Education 3. Teachers' Physical Education	2	
Art 5. Drawing Methods	2	
Electives	9	
Total	32	

Senior Year

*Education 8. Tests and Measurements	2	hours
Education 4. Primary Methods	4	
*Education 6. School Management and School Hygiene	4	
*Education 9. Observation and Teaching	5	
English 4. Children's Literature	2	
Music 2. Methods	2	
Biology 1. Nature Study	2	
English 13. Story Telling	2	
Electives	9	
Total	32	

INTERMEDIATE CURRICULUM

Junior Year

*Education 1. Introduction to Teaching	3	hours
*Education 2. Educational Psychology	4	
*Physical Education. Physiology and Hygiene	3	
*Sociology 1. Social Relations	1	
*English 1	2	
*English 2	2	
Education 3. Supervised Study	4	
Art 5. Drawing Methods	2	
Physical Education 3. Teachers' Physical Education	2	
Electives	9	
Total	32	

Senior Year

*Education 6. School Management and School Hygiene	4	hours
*Education 9. Observation and Teaching	5	
*Education 8. Tests and Measurements	2	
Education 5. Intemediate Methods	4	
English 4. Children's Literature	2	
Music 3. Music Methods	2	
Biology 2. Nature Study	2	
Electives	11	
Total	32	

JUNIOR HIGH SCHOOL CURRICULUM

Junior Year

*Education 1. Introduction to Teaching	3	hours
*Education 2. Educational Psychology	4	
*Physical Education 1. Physiology and Hygiene	3	
*Sociology 1. Social Relations	1	
*English 1	2	
*English 2	2	
Physical Education 4. Teachers' Physical Education	2	
Electives	15	
Total	32	

Senior Year

*Education 6. School Management and School Hygiene	4	hours
*Education 9. Observation and Teaching	5	
*Education 8. Tests and Measurements	2	
Education 20. Methods of Teaching in Sec. Schools	4	
Education 7. The Junior High School	2	
Electives	15	
Total	32	

SHORT NORMAL COURSE

PURPOSE. This course is designed to enable those who are not financially able to complete consecutively the standard Normal course to qualify for teaching and obtain a teacher's certificate. They may then teach for a term or two, in order to earn enough money to finish the more advanced course.

ENTRANCE. Three classes of students are admitted: first, those who finished a four-year high school course; second, those who have finished three years of a high school course; third, those who have finished two years of a high school course and have taught three years or longer.

LENGTH. This course represents one full year of work (32 semester hours) above a four-year high school course.

RESIDENCE. Twenty-two hours of the thirty-two must be done in Fairmont Normal. At least sixteen of the twenty-two hours must be done in residence; the remaining six hours may be done through correspondence or extension work from Fairmont Normal.

RATE AT WHICH CREDIT CAN BE EARNED. This is the same as for the standard Normal courses. (See page 24.)

CERTIFICATE GRANTED. Graduates of this course receive a certificate from the State of West Virginia, good for three years and renewable for three-year periods. This certificate is good in any school in West Virginia, but it is recognized as especially designed for those wishing to teach in the country or village schools.

SALARY. Graduates of the Short Normal Course cannot receive less than ninety dollars a month. This is the basic salary for the first term of teaching. Most graduates of the Short Course of Fairmont Normal receive a salary of from $100.00 to $125.00 a month,

CONTENTS OF THE SHORT NORMAL COURSE

The Short Course consists of the required work of the junior Normal year, **plus** a four hours' course in Methods and Observation (Education 11: see page 29), **plus** enough electives to make up a total of thirty-two hours.

DESCRIPTIVE OUTLINE OF COURSES

Note 1. Unless otherwise stated, the credit value of the course is identical with the number of hours per week that the class meets.

Note 2. Courses from one to nineteen are considered to be Junior and Senior Normal level or Freshman and Sophomore College level. Courses numbered from twenty on are considered to be Junior and Senior College level.

Note 3. The following outline does not attempt to list the summer school courses, except in those instances where "S" is placed after the numerical designation of the course. The summer school courses are all, with infrequent exceptions, chosen from the regular courses.

EDUCATION

Mr. Shreve Mr. White Miss Hull Miss Gibson

Education 1—INTRODUCTION TO TEACHING.

Three hours, first semester. Required in all the curricula. The aim of this course is to acquaint the student with the general field of education and thus provide a basis for the wise selection of the type of educational service for which he desires to prepare himself. Each student is confronted with the practical problem of choosing the curriculum which he will pursue throughout the remainder of his life in the school.—**Mr. White and Mr. Barnes.**

Education 2A—ELEMENTARY EDUCATIONAL PSYCHOLOGY.

Four hours, first semester. Required in all the Normal curricula. In this course the student is introduced to the principles of learning and teaching through reading, class discussions, and experiments. Some attention will be given to the native equipment of the pupil, to individual differences, physical tests, and to grading and the distribution of marks.—**Mr. Shreve.**

Education 2B—ELEMENTARY EDUCATIONAL PSYCHOLOGY.

Four hours, second semester. This course is a repetition of 2A. —**Mr. Shreve.**

Education 3—SUPERVISED STUDY.

Four hours, second semester. Required in the primary and intermediate curricula. This course is organized around a few main topics: the meaning of supervised study, types of classroom activities, the essential factors of each type of exercise, how to supervise each type. A minimum of one hour a week of observation in the training school is required in this course.—**Miss Hull and Miss Gibson.**

Education 4—PRIMARY METHODS.

Four hours, first semester. Required in the primary curriculum. This course is devoted to a consideration of methods of teaching

in the primary grades. How to teach reading, arithmetic, spelling, handwriting, and other subjects will be considered as time will permit.—**Miss Gibson.**

Education 5—INTERMEDIATE METHODS.

Four hours, first semester. Required in the intermediate curriculum. The aim of this course is to prepare for effective teaching in the intermediate grades. The following subjects will be considered: reading, history, geography, arithmetic, and language. —**Miss Hull.**

Education 6A—SCHOOL MANAGEMENT AND SCHOOL HYGIENE.

Four hours, first semester. Required in all the Normal curricula. This course deals primarily with the problems of classroom management, but some attention is given to the more general problems of administration and supervision. About one-fourth of the time will be devoted to school hygiene.—**Mr. White.**

Education 6B—SCHOOL MANAGEMENT AND SCHOOL HYGIENE.

Four hours, second semester. This course is a repetition of 6A. —**Mr. White.**

Education 7—THE JUNIOR HIGH SCHOOL.

Two hours, second semester. Required in the junior high school curriculum. This course deals with the aims and functions of the junior high school.—**Mr. White.**

Education 8A—TESTS AND MEASUREMENTS IN THE ELEMENTARY SCHOOL.

Two hours, first semester. Required in all the Normal curricula. The aim of this course is to introduce the student to the recent developments in the field of scientific measurements, and to develop the ability to utilize the standard tests as a means of improving instruction.—**Mr. White.**

Education 8B—TESTS AND MEASUREMENTS IN THE ELEMENMENTARY SCHOOL.

Two hours, second semester. This course is a repetition of 8A. —**Mr. White.**

Education 9A—OBSERVATION AND TEACHING.

Five hours, first semester. Required in all the Normal curricula. This course consists of observation and practice teaching in the training school under the supervision of a training teacher. A minimum of ninety clock hours of observation and teaching is required of each student. The student must do at least sixty hours of actual teaching.—**Miss Hull and Miss Gibson.**

Education 9B—OBSERVATION AND TEACHING.

Five hours, second semester. This course is the same as 9A. One-half the seniors will enroll for 9A the first semester and the other half for 9B the second semester.—**Miss Hull and Miss Gibson.**

Education 11—METHODS OF TEACHING THE ELEMENTARY SUBJECTS.

Four hours, second semester. Required of all juniors who are applicants for the short course certificate. This course will deal

with the problems of teaching in the elementary school and particularly with the methods of teaching the fundamental subjects. The course will consist of three hours recitation and two hours observation per week in the training schools.—**Mr. White.**

Education 20 — METHODS OF TEACHING IN SECONDARY SCHOOLS.

Four hours, first semester. Required in the junior high school and in the college curricula. The aim of this course is to prepare the student for effective teaching in the secondary school. The point of view is that of directing the learning activities of pupils. A minimum of one hour a week of observation in the training school will be required in connection with this course.—**Mr. Shreve.**

Educaton 21—ADVANCED EDUCATIONAL PSYCHOLOGY.

Four hours, second semester. Required of all college students in the junior or senior year. This course is organized around a series of problems. Each student will investigate the problems assigned and report his findings to the class for discussion and evaluation.—**Mr. Shreve.**

Education 22—THE PRINCIPLES OF SECONDARY EDUCATION.

Four hours, first semester. Required of all college students in the junior or senior year. This course will consist of a series of problems covering the more important phases of secondary education. Each student will be assigned a number of problems for investigation.—**Mr. Shreve.**

Education 23—SCHOOL ADMINISTRATION AND SUPERVISION.

Four hours, second semester. This course is designed to meet the needs of those preparing for administrative and supervisory positions. The first half of the course will deal with the problems of school administration, and the second half with the supervision of instruction.—**Mr. White.**

Education 24—OBSERVATION AND DIRECTED TEACHING.

Three hours, first or second semester. Required of all college students in the senior year. The student will observe and teach in the high school under the direction of the department of education or the major professor.—**Mr. Shreve or Major Professor.**

Education 25—EDUCATIONAL SOCIOLOGY.

Four hours, second semester. In this course an attempt is made to apply the principles of sociology to the solution of educational problems. The discussions will center around two main problems: the sociological foundations of Education, and sociological foundations of the school subjects.—**Mr. Shreve.**

Education 26—TESTS AND MEASUREMENTS IN THE SECONDARY SCHOOL.

Four hours, second semester. Required of all college students in the junior or senior year. The main topics are: the measurement of mental ability, tests for use in secondary schools, and statistical methods applied to education.—**Mr. White.**

ENGLISH

Mr. Barnes Mrs. Morrow Miss Lewis Mr. Opp

Note 1. Courses required for English majors are marked with an asterisk.

Note 2. English 1 and 2 will be waived upon satisfactory entrance examinations.

***English 1A—ENGLISH ORAL ARTS.**

Two hours, first semester. Required in all courses. This course includes all the elementary phases of oral language training needed by teachers; enunciation, voice training, public speaking, reading aloud, etc.—**Mr. Opp.**

***English 1B—ENGLISH ORAL ARTS.**

Two hours, second semester. Repetition of English 1A.—**Mr. Opp.**

***English 2A—ENGLISH WRITING ARTS.**

Two hours, first semester. Required in all the courses. This course includes all the elementary phases of written language traing needed by teachers: handwriting, spelling, punctuation, and other mechanics.—**Miss Lewis.**

***English 2B—ENGLISH WRITING ARTS.**

Two hours, second semester. Repetition of English 2A.—**Miss Lewis.**

English 3—STORY TELLING.

Two hours, second semester. Required in the primary curriculum of the standard Normal course. Study of the nature and structure of children's stories, selection of stories, and much training in the telling of stories.—**Mr. Opp.**

English 4—CHILDREN'S LITERATURE.

Two hours, first semester. Required in the primary and intermediate curricula of the standard Normal course. A survey of the entire field of prose and poetry available and suitable for children in the elementary school.—**Mr. Barnes.**

English 5—GRAMMAR.

Two hours, first semester. Designed for those who expect to teach English in the upper grades or junior high school. This course is designed to give teachers knowledge of the fundamentals of grammar.—**Miss Lewis.**

English 6—JUVENILE LITERATURE.

Two hours, first semester. Designed for those who expect to teach literature in the upper grades or junior high school. A survey of the best literature available for children in the upper grades, with special emphasis on literature for silent, home reading.—**Mr. Barnes.**

English 7—TEACHING ENGLISH IN UPPER GRADES.

Two hours, second semester. Designed for those who expect to teach English in the upper grades or junior high school. Study

of the modern method of teaching all the English subjects.—**Mr. Barnes.**

*English 20—RECENT FICTION.

Three hours, first semester. Required of English majors. Steady reading of the best of British and American fiction of our times, with collateral study of the larger literary movements in fiction. —**Mr. Barnes.**

*English 21—RECENT POETRY.

Two hours, second semester. Required of English majors. Reading of much contemporary poetry, with discussions and lectures on the new poetry movement.—**Mr. Barnes.**

*English 22—THE MODERN AMERICAN MAGAZINE.

Two hours, first semester. Required of English majors. Reading of the best of the popular and literary magazines of today, with the effort to appraise and classify them.—**Mr. Barnes.**

*English 23—RECENT DRAMA.

Two hours, second semester. Required of English majors. Study of many recent plays, British, Continental, and American.—**Mr. Opp.**

English 24-S—AMERICAN LITERATURE FROM 1870 TO 1900.

Four hours, summer, two hours credit. A survey of the last thirty years before nineteen hundred in American literature. Much reading in all the principal authors.—**Mrs. Morrow.**

English 25—VICTORIAN LITERATURE.

Four hours, first semester. A survey study of the essays and of the fiction and poetry of the nineteenth century.—**Mrs. Morrow.**

English 26-S—INTRODUCTION TO TENNYSON.

Four hours, summer, two hours credit. Wide reading of much of Tennyson's verse, close reading of typical masterpieces.—**Mr. Barnes.**

English 27-S—INTRODUCTION TO BROWNING.

Four hours, summer, two hours credit. This course is designed to acquaint the student with many of Browning's best verse and to give him training in interpreting Browning.—**Mr. Barnes.**

English 28—WORDSWORTH AS POET AND EDUCATOR (omitted in 1923-24).

Two hours, second semester. Wide reading in Wordsworth, with special emphasis upon those poems which contain educational ideas.—**Mr. Barnes.**

English 29—THE CLASSICAL AGE IN ENGLISH LITERATURE.

Two hours, second semester. Steady reading of English literature from Dryden to Goldsmith.—**Miss Lewis.**

English 30—MILTON'S POETRY (omitted in 1922-23).

Two hours, first semester. Careful study, from a literary and linguistic standpoint of the minor poems, "Comus", and "Paradise Lost."—**Mr. Barnes.**

***English 31—SHAKESPEARE.**

Four hours, second semester. Required of English majors. Reading of ten of the principal plays, with emphasis upon the literary and dramatic elements.—**Mrs. Morrow.**

***English 32—CHAUCER.**

Three hours, second semester. Required of English majors. Study of most of Chaucer s verse, with special emphasis upon the "Canterbury Tales." While emphasis is put upon the literary qualities in Chaucer, the linguistic features are given much attention. —**Mr. Barnes.**

English 33—THE SHORT STORY.

Two hours, first semester. Much reading of specimens of the classic short-story, considered as a type of prose narrative.—**Miss Lewis.**

***English 39—SURVEY OF BRITISH AND AMERICAN LITERATURE.**

Four hours, first semester. Required of English majors. In this course, which should be taken in the senior college year, the student is given a chronological survey of the entire field of British and American literature, from the earliest times down to the present.—**Mrs. Morrow.**

English 40—NARRATIVE AND DESCRIPTIVE WRITING.

Two hours, second semester. An advanced course, designed to give especially talented students an opportunity to receive training in these types of writing.—**Miss Lewis.**

English 41—EXPOSITORY WRITING (omitted in 1923-24).

Three hours, second semester. Designed to train students in the making of expositions and the writing of papers upon themes of some difficulty.—**Mr. Barnes.**

***English 42—PUBLIC SPEAKING.**

Two hours, second semester. Required of English majors... This course, to be taken in either the junior or senior college year, is designed to give students training in the art of preparing and delivering public speeches.—**Mr. Opp.**

English 45—DRAMA AND PAGEANTRY.

Two hours, first semester. This course is designed to acquaint students with the history of the drama and pageantry and with the art of dramatics and pageantry, and to equip them to carry on dramatic activities in the schools where they teach.—**Mr. Opp.**

English 46—EXTRA-CURRICULAR ENGLISH ACTIVITIES.

Two hours, either semester. An informal and flexible course. Any student or group of students carrying on activities which are primarily literary or linguistic, may, upon request, receive instruction in, supervision of, and credit for this work. The amount of credit is to be determined by the supervisor, but shall not exceed two hours in any one semester nor more than six hours in all.—**Mr. Opp and Mr. Barnes.**

***English 47—TEACHING ENGLISH IN THE HIGH SCHOOL.**

Two hours, second semester. Required of English majors. Study of the modern method of teaching both literature and English language in the high school.—**Mr. Barnes.**

SOCIAL SCIENCE: HISTORY

Mr. Stewart Miss Prichard

Note—The courses in History for 1923-24 had not all been organized at the time when this catalog went to press. The outlines below are but tentative.

History 1—UNITED STATES HISTORY AND CIVICS.

Five hours, first semester. This is a narrative course in American History. It begins with the causes of the Revolution and follows the formation of the Constitution, the organization of the Government, the rise of nationality, the westward movement. —**Miss Prichard.**

History 2.

Five hours, second semester. This course is a continuation of History 1. It begins with the Jacksonian Era and considers the problem of the bank, the slavery issue, and the movement for expansion.—**Miss Prichard.**

History 3—ECONOMIC AND SOCIAL HISTORY OF THE UNITED STATES.

Four hours, first semester. A topical presentation of the social and economic development of our country's history. Such subjects as Colonial life and customs, colonial industries and labor systems, English and American commercial systems, cotton and slavery, the introduction of manufactures, the industrial revolution in England and America, and application of machinery to agriculture are considered. Especial emphasis is laid upon the periods of development between 1860 and the present, an earnest effort being made to acquaint the student with the vital importance and significance of the present day economic and social conditions and movements.—**Mr. Stewart.**

History 20—AMERICAN POLITICAL INSTITUTIONS.

Four hours, first semester. Open to Normal Juniors and Seniors, designed for those who wish to major in History. The purpose of this course is to show the student how our present political institutions arose, why our political parties were formed, and the rise and progress and culmination of our great political controversies. This course covers a period of American history to Jackson's administration.—**Mis Prichard.**

History 21—AMERICAN POLITICAL INSTITUTIONS.

Four hours, first semester. Four hours' credit. This course is a continuation of History 3.—**Miss Prichard.**

History 22—MODERN EUROPEAN HISTORY.

Three hours, first semester. This course aims to lead the student throughout the movements of the momentous periods in the history Europe from the time of Metternich to the present. Those forces and conditions which are antecedent to and responsible for the great war in Europe are sought for and emphasized in the course.—**Mr. Stewart.**

History 23—MODERN EUROPEAN HISTORY.

Three hours, second semester. Continuation of History 22.—**Mr. Stewart.**

History 24—THE GREAT WAR.

Four hours, second semester. This course is given to meet the demand for a more intimate acquaintance with the historical relations and problems of the great war. After studying the fundamental causes of the war, the course proceeds to a consideration of the historical background of it. Beginning with the Franco-Prussian War of 1870-71, the student is made acquainted with the most important events leading to the outbreak of the war in Europe. During the second semester the work will show how the United States was forced into the war, the movement for peace and the problems of reconstruction.—**Mr. Stewart.**

SOCIAL SCIENCE: SOCIOLOGY

Mr. Stewart Mr. Lively Mr. Shreve
Miss Ice Miss Prichard

SOCIOLOGY

Sociology 1A—SOCIAL RELATIONS.

One hour, first semester. Required in all courses. This course is a study of social customs and social problems. In general the method followed is that of class discussion of topics assigned in advance with references, The material of this course is divided into two main groups of problems—first discussion of theories and principles of social relations—second, studies of practical problems.—**Miss Prichard.**

Sociology 1B—SOCIAL RELATIONS.

One hour, second semester. A repetition of Sociology 1A.—**Miss Prichard.**

Sociology 2—RURAL SOCIOLOGY.

Four hours, second semester. This course is a treatment of such rural institutions as the church, the home, and the school. It discusses the rural, social and economic problems growing out of such topics as good roads, farm organizations, social life, recreation, isolation, religious life, education, with suggestions for their solution. Emphasis is placed upon educational agencies. —**Miss Ice.**

Sociology 3—INTRODUCTION TO GENERAL SOCIOLOGY.

Four hours, first semester. This course is designed to give the student an intelligent understanding and a working system of thought about society and social origins. The elementary phases of the development of society, its institutions and working conditions are studied. Social control and social progress and the general relations of society to standards of authority. — **Mr. Lively.**

Sociology 20—GENERAL SOCIOLOGY.

Four hours, second semester. The course in General Sociology is designed for more advanced students. The general applications of sociological concepts to human problems such as movements of population, general migrations, immigration, poverty, crime, race prejudice, marriage, divorce, the family, feeble mindedness, the general pathological problems of our social structure and the inter-dependence of modern society are discussed.—**Mr. Lively.**

Sociology 21—EDUCATIONAL SOCIOLOGY.

Three hours, second semester. Same as Education 25.—**Mr. Shreve.**

Sociology 22—IMMIGRATION.

Two hours, first semester. A study of the causes and conditions favoring the migration of peoples, the results of such movements upon the old and the new countries, with special emphasis upon Americanization. Prerequisite, Sociology 3.—**Mr. Stewart.**

Sociology 23-S—MODERN SOCIAL MOVEMENTS AND PROGRESS.

Four hours, summer, two hours credit. A careful study of the workings of modern social institutions in relation to modern progress. Prerequisites, Sociology 3 and 4.—**Mr. Lively.**

BIOLOGICAL SCIENCE: AGRICULTURE

Mr. Lively

Agriculture 1-S—ELEMENTARY AGRICULTURE.

Four hours, summer, two hours credit. This course is especially designed for the country teacher and the beginner in Agriculture. The active practical work of agriculture is carried on with the theoretical work. By means of field trips, laboratory work and reading, a study of the formation and value of the various soils is made and the best methods of improvement and care are given. The elementary principles of seed selection, planting, cultivation, etc., are carried out in a practical way. Attention is given to animal husbandry ,dairying, and practical farm management.

Agriculture 2—GENERAL AGRICULTURE (omitted in 1923-24).

Four hours, first semester. This course is designed especially to prepare teachers to do efficient agriculture instruction in public school work. The work in this course is taken up on the seasonal plan, and special emphasis is placed on the nature study phase of agricultural work. Text book, laboratory, field trips, class discussion, and actual garden work, in which each individual has actual experience in planting and growing various kinds of garden crops.

Agriculture 3—ADVANCED AGRICULTURE.

Four hours, first semester. The real problems of the West Virginia farmer are taken up in the most practical way. Seed selection, testing, harvesting and storing of grains and forage crops, feeding and care of animals, and the ordinary practical principles of dairying are features of the work. The care and value of manures, use of fertilizers, soil studies and preparation, planting

and care of the orchard are made clear by actual demonstration. Special emphasis is given to the nature and control of the common pests and diseases of farm crops. Constant use is made of government bulletins, farm journals, etc. Prerequisites: Agriculture 2 and Chemistry 1 and 2.

Agriculture 20—VEGETABLE GARDENING.

Four hours, second semester. This course is to give special training in selecting and care of seeds and other parts of plants used for propagation. The preparation of soils, fertilizer values, general care of garden vegetables and small fruits are given special emphasis. The harvesting and storing of various kinds of garden crops furnishes a part of the exercise. Class discussion, laboratory demonstrations, assigned reading, and garden work make up most of the course. The school now has six acres of ground under cultivation, especially for this work.

Agriculture 21—SOILS (omitted in 1923-24).

Three hours, second semester. The origin, formation, and classification of soils; their management, conservation, and improvement.

Agriculture 22—FARM MANAGEMENT AND FARM ECONOMICS.

Three hours, first semester. This course attempts to familiarize the student with the economic principles and problems that vitally concern farmers, together with the economic factors affecting the organization and operation of the farm. Prerequisite: Agriculture 3.

Agriculture 23—LANDSCAPE ART (omitted in 1923-24).

Two hours, second semester. Lectures, reading, and special practice studies in landscape art, such as improvement and beautifying home lawns and school grounds, parks, etc.; selection, character, and arrangement of shrubs and ornamental trees, their planting and care.

Agriculture 24-S—ORCHARDING.

Four hours, summer, two hours credit. Selection of orchard sites and preparation of ground; selection, planting, and arrangement of garden and field fruits; harvesting, packing, and shipping fruits.

BIOLOGICAL SCIENCE: BIOLOGY

Mr. Lively

Biology 1—NATURE STUDY IN PRIMARY GRADES.

Two hours, second semester. Required in primary curriculum of standard Normal course. Designed to acquaint primary teachers with those phenomena of mineral, vegetable, and animal life that are of especial interest to children.

Biology 2—NATURE STUDY IN INTERMEDIATE GRADES.

Two hours, second semester. Required in intermediate curriculum of standard Normal course. Designed to acquaint intermedi-

ate grade teachers with the physical environment of children. The course includes work in all the natural sciences: Botany, Chemistry, Agriculture, Astronomy, etc.

Biology 3—INTRODUCTION TO BOTANY.

Three hours, first semester. A general survey of plant life and specific studies of representative groups of each sub-kingdom, as to life habits, morphology, etc.

Biology 4—GENERAL BOTANY.

Four hours, second semester. A study of the general functions of plants, their structure, reproduction, and ecological relationships, with special reference to economic value.

Biology 20—SYSTEMATIC BOTANY (omitted in 1923-24).

First semester, amount of credit to be arranged. Identification and classification of herbaceous plants, shrubs, and trees by means of keys and general characteristic.

Biology 21—BACTERIOLOGY (omitted in 1923-24).

Three hours, first semester. Required of majors in Home Economics. A study of bacteria, yeasts, molds, and closely related fungi, as to their forms, methods of feeding, and reproduction; also their classification, extent, and manner of distribution, and their importance in relation to foods and health.

Biology 22—GENERAL BIOLOGY.

Four hours, second semester. Life history and general relationships of plants and animals; their structure, functions, and evolutionary development.

Biology 23—PLANT PATHOLOGY (omitted in 1923-24).

Four hours, first semester. A study, with reference to control, of the diseases common to garden and field crops, trees, domestic shrubs, and flowers.

Biology 24—ENTOMOLOGY (omitted in 1923-24).

Four hours, second semester. A study of characteristic life habits of the common insects of garden, orchard, and field, with special emphasis upon their economic relationship.

GEOGRAPHY

Mr. Rogers

Geography 1-S—ELEMENTARY GEOGRAPHY.

Four hours, summer. Two hours' credit. Open to Normal Juniors and Seniors. While not a course in methods, many teaching devices will be illustrated, sources of material for geographical study and teaching will be put at disposal of the class and much will be done to stimulate an interest in geography and to direct the prospective teacher's views as to the more important ends to be attained in geographical instruction.

PHYSICAL SCIENCE: CHEMISTRY

Mr. Rogers

Chemistry 1—GENERAL CHEMISTRY.

Five hours, first semester. Four hours credit. This course attacks and applies the general facts and principles of chemistry in a more thoroughgoing way than is possible with the beginner in high school chemistry. The aim is to put the student in sufficient command of a knowledge of chemical phenomena as that knowledge shall be of practical use. Text: Kendall's revision of Alexander Smith's General Chemistry for Colleges.

Chemistry 2—GENERAL CHEMISTRY.

Five hours, second semester. Four hours credit. A continuation of Chemistry 1.

Chemistry 20—ELEMENTARY QUALITATIVE CHEMICAL ANALYSIS.

Four hours, first semester. Three hours credit. Identification and separation of the common bases and acids. Text: Morton's A Manual of Qualitative Chemical Analysis. Occasional lectures and quizzes in addition to laboratory work.

Chemistry 21—ELEMENTARY QUANTITATIVE ANALYSIS.

Four hours, second semester. Three hours credit. Both gravimetric and volumetric methods are included in the work of this course. Text: Quantitative Chemical Analysis for Beginning Students by Smith.

Chemistry 22—ELEMENTARY ORGANIC CHEMISTRY.

Five hours, first semester. Four hours credit. Open to Normal or College students who have had Chemistry 1 and 2. This course is especially recommended to students of agriculture and home economics.

Chemistry 23—ELEMENTARY PHYSICAL CHEMISTRY.

Five hours, second semester. Four hours credit. Some of the topics included in this course are properties of dissolved substances, thermo-chemistry, colloids, electro-chemistry, photochemistry, and radio-activity. Lectures, demonstrations and laboratory work.

Chemistry 24—SANITARY AND APPLIED CHEMISTRY.

Four hours, spring term. Two hours credit. Lectures and demonstrations. Open to Normal students and college freshmen. High school chemistry not required though a desirable preparation for the course.

Chemistry 25—TEACHING OF CHEMISTRY AND RELATED SCIENCES.

Four hours, first semester. Three hours credit. Open to a limited number of students. Prerequisites: Chemistry 1, 2, and 3. This course will include practice in construction of demonstration apparatus, efficient handling of laboratory equipment and the problems peculiar to laboratory instruction; a study of the educational values of chemistry, and the most approved methods and devices for presenting the science to beginners. The reading of chemical journals and other reference work in the library is included.

PHYSICAL SCIENCE: PHYSICS

Mr. Rogers.

Physics 1—GENERAL PHYSICS.

Three hours, first semester. An introductory course. It deals with the fundamental principles of physics and the applications of these to daily life. Prerequisite: plane geometry.

Physics 2—A LABORATORY COURSE IN GENERAL PHYSICS.

One hour, first semester. This course is to accompany Physics 1 and is required of those who take Physics 1.

Physics 3—GENERAL PHYSICS.

Three hours, second semester. A continuation of Physics 1.

Physics 4—LABORATORY PHYSICS.

One hour, second semester. A continuation of Physics 2.

HOME ECONOMICS

Cooking, Miss Gaskill; sewing, Miss Compton.

Home Economics 1—FOODS AND COOKERY.

Three hours, first semester. A study of foods in relation to source, composition, characteristics, nutritive value, digestion, cost and place in the daily diet. Special attention given to the development of ease and accuracy in the cooking of type foods, and to gaining definite standards for prepared dishes of these foods. Not required of students who have had two years Domestic Science in high school. One lecture period and two two-hour laboratory periods per week.

Home Economics 2—FOODS AND COOKERY.

Three hours, second semester. Continuation of Home Economics 1.

Home Economics 20—FOODS AND COOKERY.

Three hours, first semester. A general review of fundamental principles of cookery, and a study of foods. Special attention is given to marketing, the planning, cooking and serving of meals. Requires demonstration such as is useful in teaching cooking.

Home Economics 21—FOODS AND COOKERY.

Three hours, second semester. Prerequisite, Home Economics 1 and 2, and Biology 21. One lecture period and two two-hour laboratory periods per week.

Home Economics 25—NUTRITION AND DIETETICS.

Three hours, first semester. A study of the nutritive value of foods and the food requirement of the normal body. Practical application of the principles of nutrition in planning dietaries for the individual and family. Specal attenton given to the feeding of school children and infants. Prerequisite, Physiology, Chemistry of Foods, Home Economics 1, 2, 20 and 21. Two lectures and one two-hour laboratory periods per week.

Home Economics 26—HOUSEWIFERY.

Two hours, second semester. A course that aims to teach the students how to reduce the household tasks so as to save time, money and energy. Discussion and laboratory. Two discussion hours. One one-hour laboratory.

Home Economics 31—HOME NURSING.

Two hours, second semester. Cause and prevention of sickness. The nurse, the care of the patient and the sickroom. Communicable diseases and emergencies. Prerequisite, Home Economics 22. Two one-hour periods per week.

Home Economics 3—ELEMENTARY SEWING.

Three hours, first semester. One class hour and two two-hour laboratory periods a week. The aim of this course is to give the foundation of plain sewing. Color and line problems as related to dress will be studied. Emphasis is placed upon the history and uses of the various textile fibers. Not required of those who have had two years sewing in high school.

Home Economics 4—ELEMENTARY SEWING.

Three hours, second semester. One class hour and two two-hour laboratory periods a week. Continuation of Home Economics 3.

Home Economics 22—ADVANCED SEWING.

Three hours, first semester. One class hour and two two-hour laboratory periods a week. The basis of this course is practical dressmaking, including some problems in tailoring. A detailed study of various textile fibers is given. Prerequisites, Home Economics 3 and 4 or similar courses.

Home Economics 23—ADVANCED SEWING.

Three hours, second semester. One class hour and two two-hour laboratory periods a week. A continuation of Home Economics 22.

Home Economics 24-A—COSTUME DESIGN.

Three hours, first semester. One class hour and two two-hour laboratory periods a week. This course aims to give opportunity for individual expression of artistic taste in dress. Simple drafting system will be used. Careful study of clothing budget will also be made. Prerequisites, Home Economics 23 and Art 1.

Home Economics 24-B—COSTUME DESIGN.

Three hours, second semester. A repetition of Home Economics 24-A.

Home Economics 27—MILLINERY.

One hour, first semester. Two one-hour laboratory periods a week. This course aims to teach practical millinery. Prerequisite, Home Economics 23.

Home Economics 28—MILLINERY.

One hour, second semester. Two one-hour laboratory periods a week. A continuation of Home Economics 27.

Home Economics 29—HOME PLANNING.

Two hours, first semester. One class hour and one two-hour laboratory period. A study of the evolution of the home; modern houses; location, construction, drainage, ventilation, lighting, heating, and water supply from a scientific, sanitary, economic and artistic standpoint. Prerequisites, Art 1 and Home Economics 23.

Home Economics 30—HOME FURNISHING.

Two hours, second semester. One class hour and one two-hour laboratory period a week. This course is devoted to a study of simple interiors; of period and modern furniture; of the choice and arrangement of furnishings for the home. Prerequisite, Home Economics 29.

Home Economics 32—METHODS OF TEACHING HOME ECONOMICS.

Three hours, first semester. Half of the time will be devoted to Domestic Science and half to Domestic Art. Prerequisites, all required Home Economics courses and Education 9.

Home Economics 33—PRACTICE TEACHING IN HOME ECONOMICS.

Four hours, second semester. Half of the teaching will be in Domestic Science and half in Domestic Art. Prerequisite, Home Economics 32.

FINE ARTS

Music, Miss Osborn; Art, Miss Briggs.

MUSIC

Music 1-A—ELEMENTARY MUSIC.

Four hours, first semester. Two hours' credit. This course consists of musical theory, appreciation of music, and the work required by the syllabus for the first and second years of school, diction, rote songs, and sight singing.

Music 1-B—ELEMENTARY MUSIC.

Four hours, second semester. Two hours' credit. A repetition of Music 1-A.

Music 2-A—MUSIC METHODS.

Four hours, first semester. Two hours' credit. This course is devoted to the teaching and demonstration of material and methods for the first three years in music. Special attention is given to the presentation of the different tonal and rythmic problems, as they are taken up in successive years. Prerequisite, Music 1 or its equivalent.

Music 2-B—MUSIC METHODS.

Four hours, second semester. Two hours' credit. A repetition of Music 1-A.

Music 3-A—GLEE CLUB.

Two hours, first semester. One hour's credit. This course consists of voice and chorus training. Cantatas and choruses suitable for high and normal schools and for choirs, choral societies will be studied and sung at public concerts.

Music 3-B—GLEE CLUB.

Two hours, second semester. One hour credit. A repetition of Music 2-A.

Music 3-A—MUSIC METHODS.

Four hours, first semester. Two hours' credit. Required of Standard Normal Students who are enrolled in the intermediate curriculum. This course is devoted to the teaching and supervision of music in the grades from the fourth to the sixth. The work of each year is taken up in detail and problems which confront the grade teacher are carefully considered. Prerequisite, Music 1 or its equivalent.

Music 3-B—MUSIC METHODS.

Four hours, second semester. Two hours' credit. A repetition of Music 3-A.

Music 20—MUSIC APPRECIATION AND HISTORY OF MUSIC.

Four hours, first semester. Four hours' credit. This course is designed to cover the teaching of music appreciation in the elementary and in high schools. It will suggest and exemplify a practical course of study beginning with the first year of the elementary school and extending through the high school.

Music 21—SIGHT READING.

Four hours, second semester. Two hours' credit. This course includes singing at sight individually, with words and with Latin syllables, music suitable for the first eight years in the public schools. An important requirement of this course is the ability to sing a phrase from memory after one glance at the representation.

Music 22—HARMONY.

Four hours, first semester. Four hours' credit. Admission to this course requires a working knowledge of the rudiments of music. Chord relationship. Relation of harmony to rythm and metric accents. Form as a factor in the selection of harmonies and their inversions. Application of these principles in the harmonization of melodies. Employment of non-chordal tones. Analysis. Discriminative hearing is an essential.

Music 23-A—CLASS LESSONS IN VOICE.

Two hours, first semester. One hour credit. Individual and class instruction and demonstration. The foundation of singing, breath control; phrasing; accent, rythm and enunciation. Good tone quality.

Music 23-B—CLASS LESSONS IN VOICE.

Two hours, second semester. One hour credit. A repetition of Music 7-A.

DRAWING

Art 1—ELEMENTARY DRAWING AND PAINTING.

Four hours, first semester. Two hours' credit. Required of Short Course students and Standard Normal students enrolled for the primary or intermediate curriculum, who have not had a sufficient amount of drawing before entering the Normal. The course includes the study of the landscape, plant and animal forms in both pictorial and decorative compositions.

Art 2—ADVANCED DRAWING AND PAINTING.

Four hours, second semester. Two hours' credit. Continuation of Art 1 with more advanced problems.

Art 3—PRIMARY CONSTRUCTION.

Two hours, first semester. One hour credit. All kinds of handwork suitable for the first four grades are planned in this course. Exercises in weaving, folding and cutting with various mediums.

Art 4—ADVANCED CONSTRUCTION.

Two hours, first semester. One hour credit. Construction problems suitable for the upper grades are planned in this course, as portfolios, kodak books, blotter pads, boxes, lanterns, candle shades, table runners, etc.

Art 5—DRAWING METHODS.

Four hours, second semester. Two hours' credit. Required of Standard Normal students who are enrolled in the primary or intermediate curriculum. It is the aim in this course to study the different systems of public school art and to make an illustrated note book outlining the work for the eight grades. This should follow the course in elementary drawing.

Art 20—ART APPRECIATION.

Three hours, first semester. This course includes a series of talks on architecture, painting and sculpture with the aim of awakening understanding and enjoyment.

Art 21—PERSPECTIVE.

Two hours, first semester. This course included the study of the common forms about us and the principles governing the expression of these objects as found in cylindrical and rectangular prospective, mediums used; pencil charcoal, crayon and pencil.

Art 22—DESIGN.

Four hours, second semester. Two hours' credit. This course includes the study of the principles of design. Original designs applied in leather, metal, block printing and stenciling.

MATHEMATICS

Mr. Mercer

Mathematics 1—PLANE GEOMETRY.

Four hours a week, first semester. The work in geometry is begun by requiring the student to observe and construct the ele-

mentary geometric forms, and in this connection to learn the definitions. A clear conception of these is essential to an understanding of geometry, as they form the basis of the subject. One of the chief objects of the study of geometry is to cultivate the habit of close observation, of comparison, of exact logical thinking, and of a clear, accurate expression. To secure all this, the theorems in the text are used, after which many exercises are furnished to test the student's ability to apply the principles learned from the demonstration.

Mathematics 2—PLANE GEOMETRY.

Four hours a week, second semester. A continuation of Mathematics 1.

Mathematics 3—TRIGONOMETRY.

Four hours, first semester. In this course the trigonemetric functions are first defined and learned as ratios, but representation by lines is also introduced at the beginning, since parts of the subject can be treated more simply by the line method, or by a combination of the two, than by the ratio subject, the ideas and requirements of modern mathematics are recognized, and the design for equipping the student for more advanced work in a college course is kept in mind. The elementary formulas are studied in groups and proved, and from these other important formulas are derived, special emphasis to those essential to the solution of triangles. Application of these is given in a large number of exercises.

Mathematics 4—SOLID GEOMETRY.

Four hours, second semester. As pupils were at first taught to see figures in one plane, so now they must be taught to visualize solids from a flat drawing. In considering the propositions in solid geometry, constant reference is made to corresponding propositions in plane geometry. This adds interest to the subject by keeping the familiar connected with what is strange and creates some approach to power in the discovery of new facts in relation to figures of three dimensions.

Mathematics 5—COLLEGE ALGEBRA.

Four hours, first semester. After a review of high school algebra, the student is conducted through the entire field of advanced algebra.

FRENCH

Miss Ice

French 1—BEGINNERS' COURSE.

Four hours, first semester. Elements of grammar; pronunciation; phonetics; regular and common irregular verbs; simple vocabulary; reading of easy prose; oral and written composition. Fraser and Squair's New French Grammar.

French 2—BEGINNERS' COURSE.

Four hours, second semester. Continuation and completion of elementary grammar; reading of selections of prose and poetry; oral and written composition; dictation; emphasis on careful pronunciation.

French 20—MODERN PROSE AND PLAYS.

Four hours, first semester. Reading of short stories, easy drama and novels; systematic gaining of a serviceable reading vocabulary for literature; review of grammar with special study of the irregular verbs; practice in speaking and writing.

French 21—MODERN PROSE AND PLAYS.

Four hours, second semester. Continuation of French 20.

French 22—INTRODUCTION TO FRENCH LITERATURE.

Three hours, first semester. Study of representative authors of various periods; expressive reading and imparting of literary appreciation.

French 23—INTRODUCTION TO FRENCH LITERATURE.

Three hours, second semester. Continuation of French 22.

French 24—ADVANCED COMPOSITION.

One hour, first semester. Must be taken with French 22 or preceded by it.

French 25—ADVANCED COMPOSITION.

One hour, second semester. Continuation of French 24.

PHYSICAL EDUCATION

Mr. Toothman, Miss Toivenen

Note 1. Before being assigned to physical education, a student is given a medical and physical examination. Those who are not able to take the courses are given special attention.

Note 2. The student must provide himself with gym suit and shoes.

Note 3. Members of the various athletic squads may, upon recommendation of Mr. Toothman or Miss Toivenen, be permitted to substitute this athletic training for any regular course in Physical Education except Physical Education 3 or 4.

Physical Education 1—PHYSIOLOGY AND HYGIENE.

Three hours, first semester. Required in all courses. The facts and principles of Anatomy and Physiology are taught in so far as they furnish some basis and reason for the more practical rules of hygiene. The nature and cause of common diseases are discussed together with means of prevention. There will be numerous class room demonstrations and some laboratory work. Miss Toivenen and Mr. Rogers.

COURSES FOR WOMEN

Physical Education 2—ELEMENTARY PHYSICAL EDUCATION.

Four hours, first semester. Two hours' credit. Consists of setting up exercises for posture training, including relays and sinple games.

Physical Education 3—TEACHERS' PRIMARY PHYSICAL EDUCATION.

Four hours, second semester and summer term. Two hours' credit. Required of all Standard Normal Seniors specializing in primary work. Consists of methods of teaching story plays, rhythm work, and games.

Physical Education 4—TEACHERS' UPPER GRADE PHYSICAL EDUCATION.

Four hours second semester and summer term. Two hours' credit. Required of Standard Normal seniors specializing in upper grade work. Consists of methods of teaching physical education and coaching more highly organized games.

Physical Education 6—GAMES.

Four hours, first semester. Two hours' credit. Consists of teaching and training in basketball, volley ball, indoor baseball, and tennis.

Physical Education 8—TENNIS.

Four hours, fall, spring, and summer. One hour credit.

Physical Education 20—AESTHETIC DANCING.

Four hours, first semester. Two hours' credit. For beginners.

Physical Education 21—ADVANCED AESTHETIC DANCING.

Four hours, second semester. Two hours' credit.

Physical Education 22—FOLK DANCING.

Four hours, second semester and summer term. Two credits.

Physical Education 23—COMMUNITY RECREATIONS.

Four hours, summer term. One hour credit. Required on A. B. course. A course for organizers of community recreation. Study of types of recreation suitable for home, church, school and larger community groups.

Physical Education 24—CORRECTIVE WORK.

Four hours, one-half semester, fall and summer terms. Two hours' credit. Required on A. B. course. A study of the application of exercise to different physical defects, such as drooping head, round shoulders, flat feet, etc.

Physical Education 26—STUNTS AND CONTESTS.

Four hours, fall and summer, one-half semester. One hour credit.

Physical Education 27—TEACHING PHYSICAL EDUCATION.

Four hours, second semester. Two hours' credit. Consists of teaching any class in Physical Education for one-half semester.

COURSES FOR MEN

Physical Education 5—GYMNASIUM.

Four hours, first semester. Two hours' credit. Beeing setting up exercises, applied gymnasium, jumping exercises, running, walking, marching, vaulting; coordinating and corrective work.

Physical Education 7—GYMNASIUM.

Four hours, second semester. Two hours' credit. Continuation of Physical Education 5. with more variety.

Physical Education 25—GROUP GAMES.

Four hours, first semester. Two hours' credit. Teaching of games for more athletics, organization of teams for tennis, track, cross-country running, indoor track, wrestling, boxing.

EXTENSION DEPARTMENT

In addition to the three courses of study the Normal School supports an Extension Department. This has two principal purposes: To assist those who cannot enter school, especially teachers, to continue their studies out of school; and to help improve educational conditions throughout the northern part of West Virginia. A number of different kinds of extension activities are carried on, among which are the following:

1. Extension classes are organized among teachers and others who may be interested, and conducted by different members of the faculty. Permission is also granted groups of students at a distance from the Normal School to form classes with a local leader as instructor. Students doing this kind of work are regularly enrolled and given credit for the actual amount of work done.

2. Persons who are unable to enroll at the school may take correspondence work. This work is in charge of different members of the faculty and students and teachers may take it with profit.

3. Members of the faculty of the Normal School, as far as possible, will accept invitations to assist in educational meetings and district institutes, and they are also available for commencement addresses. School superintendents and Boards of Education are requested to write our Extension Department when they need the services of our faculty.

4. Lecture Courses and entertainments are provided by the institution for the towns and school districts within its territory. These consist of lectures by members of the faculty, story-telling hours, readings, and musical programs. Plans have also been made to organize and direct play festivals.

5. The school will furnish judges for agricultural fairs and other similar exhibitions.

6. Bulletins of educational interest are occasionally published.

7. Information will be given on matters pertaining to the erection of school buildings, the purchasing of libraries, and the organization of schools. The Normal School, through its faculty, will be glad to serve the public schools in an advisory capacity.

8. Teachers' Employment Bureau is maintained for the purpose of securing positions for the graduates of the Normal School and for other teachers who may desire to enroll with the bureau. The institution finds that it can render a distinct service to teachers, superintendents and boards of education, through this bureau. All persons interested are requested to make use of it.

The Extension Department publishes a brief circular descriptive of its work. Those interested should write for the circular. All communications should be addressed to Paul Morrow, Head of the Extension Department.

PRIVATE MUSIC INSTRUCTION

Miss Beltzhoover, Piano and Organ; Miss Osborn, Voice

The school is equipped with four upright pianos, which are available for practice and a Knabe grand piano which is used for concert work. Private recitals are frequently given by the students, to which all members of the school will be admitted. Public recitals which are designed to give the students experience in public performance occur several times a year.

Piano—The course of study in this department includes:

I. Finger exercises; major and minor scales; scales in double thirds; Arpeggios in all forms.

II. Studies by Berens, Bertini, Heller, Hasert.

III. Sonatinas by Kuhlau and Clementine; Sonatas by Haydn, Mozart, Beethoven.

IV. Compositions by representative composers of all periods.

Pipe Organ—The organ course is intended to provide a thorough and complete preparation for the work of a church organist and accompanist.

A certain facility at the piano and in sight-reading is necessary before this work is taken up.

Special studies, pedal studies and hymn playing comprise the preparatory work, followed by the works of Rink, Buck, Dunham, Chadwick, Bach, Mendelssohn, Guilmant, Rheingerger, and comprise the groundwork of study through the course.

Tuition—The tuition for a semester, payable in advance is:

	Lessons per week	
	One	Two
Piano	$25.00	$50.00
Organ	27.00	54.00
Harmony (class of three)	15.00	30.00
Theory (class of three)	15.00	30.00
History of Music (class of three)	15.00	30.00

VOCAL MUSIC

Courses are offered in voice to students who have unusual talent, or who wish to obtain correct ideas and habits concerning breathing, posture, voice placing, tone production, enunciation and articulation. Students will have opportunity to appear in concerts during the year.

Tuition—The tuition for a semester, payable in advance is:

	Lessons per week	
	One	Two
Tuition	$25.00	$50.00

STUDENTS
SENIOR SHORT COURSE
1922-1923

NAME	POSTOFFICE	COUNTY	S. S.	1st Sem.	2nd Sem.	Sp.
Abel, Elsie Mae	Middleton	Marion				*
Ammons, Nellie Opal	Mannington	Marion		*	*	
Amos, Lucille	Wyatt	Harrison				*
Anderson, Mildred	Wyatt	Harrison				*
Atkinson, Lillie	Pursglove	Monongalia				*
Barker, Byron Glen	Mona	Monongalia			*	
Beale, Otha Bryan	Mingo	Pocahontas		*	*	
Bennett, Ocie	Monongah	Marion				*
Bennett, Mrs. Leo	Webster Spgs.	Webster				*
Beavers, Dora Lee	Grafton	Taylor			*	
Berger, Carrie	Clarksburg	Harrison				*
Bolivar, Mary	Shinnston	Harrison		*	*	
Burnside, Colia E.	Clarksburg	Harrison		*	*	
Childs, Margaret Ruth	Fairmont	Marion				*
Cross, Elam C.	Montrose	Randolph		*	*	
Cubbon, Kenneth E.	Lumberport	Harrison				*
Cullinan, Kathleen	Dean	Wetzel				*
Criss, Inez	Farmington	Marion				*
Cougill, Leone	Parker, Ind.	Randolph				*
Davis, Hattie	Hammond	Marion		*	*	
Digman, B. Cleo	Montrose	Randolph				*
Dodd, Dorothy	Fairview	Marion				*
Dumire, Laura A.	Horton	Randolph				*
Eddy, Flossie	Fairview	Marion				*
Edwards, Kathleene	Belington	Barbour				*
Everly, Marguerite	Morgantown	Monongalia				*
Feaster, Katherine	Shinnston	Harrison		*	*	
Fogus, Ida G.	Renick	Greenbrier				*
Funk, Inez Verlinda	Tunnelton	Preston				*
Funk, Susan P.	Rowlesburg	Preston				*
Gaskill, Mary Sands	Fairmont	Marion				*
Gilleland, Martha L.	Fairview	Marion				*
Glover, Nancy Anne	Glover Gap	Marion				*
Goff, Lalia L.	Newburg	Preston				*
Gumm, Edna	Frametown	Braxton				*
Hall, Fannye Katheryn	Fairmont	Marion		*	*	
Hall, Franke Mary	Monongah	Marion		*	*	
Hanes, Orga Ethel	Pliny	Mason				*
Harbert, Richard	Dola	Harrison				*
Harpold, Harry H.	Metz	Marion				*
Hartrick, Madge F.	Monongah	Marion				*
Haskins, Edna Florence	Mannington	Marion				*
Hawkins, Lola Gay	Fairmont	Marion				*
Haught, Stella	Fairview	Marion				*
Hayhurst, Olga J.	Watson	Marion			*	
Hennen, Margaret L.	Mannington	Marion				*
Hickman, Beatrice	Ripley	Jackson				*
Hiteshew, Mildred E.	Lumberport	Harrison				*
Holden, Iva Irene	Weston	Lewis				*
Hornor, Catherine	Mannington	Marion				*

SENIOR SHORT COURSE—Continued

NAME	POSTOFFICE	COUNTY	S. S. 1st Sem.	S. S. 2nd Sem.	Sp.
Hoffman, Laura B.	Kingwood	Preston			*
Hudkins, Ruby	Flemington	Barbour			*
Ice, Helen Marjorie	Monongah	Marion	*	*	
Ice, Lona	Mannington	Marion			*
Ice, Roy Earl	Mannington	Marion			*
Inghram, Elizabeth D.	Fairview	Marion			*
Isner, Anna Marie	Elkins	Randolph			*
Jenkins, Lula M.	Terra Alta	Preston			*
Keith, Marie	Harrisville	Ritchie			*
Kerr, Bessie Ruby	Farmington	Marion	*	*	
Kessell, Faith	Ripley	Jackson			*
Levelle, Grace	Fairview	Marion			*
Liljelund, Anna A.	Mannington	Marion			*
Lough, John Paul	Farmington	Marion	*		
Loughry, Anna Reland	Rowlesburg	Preston			*
Lowe, Birdie Frances	Mannington	Marion			*
Lyons, Carrie Hart	Grafton	Taylor		*	
Lynn, Viola Evelyn	Colfax	Marion			*
Malloy, Marguerite	Rowlesburg	Preston			*
Martin, Greta	Monongah	Marion		*	
Mayers, Elizabeth M.	Fairmont	Marion	*	*	
McClung, Beulah C.	Manayka	Harrison	*	*	
McCollam, Grace F.	Mill Creek	Randolph	*	*	
McQuain, Adam	Orlando	Lewis	*	*	
Menear, Ada M.	Hutchinson	Marion			*
Miller, Ellis Ocal	Silver Hill	Wetzel			*
Miller, Olive Virginia	Parrackville	Marion	*	*	
Murray, Ella Fallon	Thomas	Tucker	*	*	
Nestor, Merla Louise	Flemington	Taylor	*	*	
Montgomery, Inez L.	Broomfield	Marion			*
Morgan, Mattie R.	Fairmont	Marion			*
Morgan, Naomi F.	Fairmont	Marion			*
Morris, Stazie	Glover Gap	Marion			*
Murphy, Irene	Morgantown	Monongalia			*
O'Dea, Genevieve	Littleton	Wetzel			*
Ogdin, Caroline	Williamstown	Wood			*
O'Neal, Ada B.	Pullman	Ritchie			*
Phillips, R. Oliver	Fairmont	Marion	*	*	
Pinson, Calvin F.	Huntington	Cabell	*	*	
Plotts, Wilma	Chester	Hancock	*	*	
Parish, Doris Lone	Worthington	Marion			*
Peaslee, Addie Bolyard		Preston			*
Plotts, Frances	Chester	Hancock			*
Pulliam, Margaret	Fairview	Marion			*
Pyles, Ethel	Fairview	Marion			*
Ray, Myrtle	Davis	Tucker			*
Redfox, Gladys Agnes	Clarksburg	Harrison			*
Reed, Louise Isabelle	Watson	Marion			*
Richards, Ethel V.	Fairmont	Marion		*	
Richardson, Edith G.	Flatwoods	Braxton			*
Robey, Edith Helen	Mannington	Marion			*
Robinson, Mildred E.	Shinnston	Harrison			*
Robinson, Marie Emzie	Shinnston	Harrison			*

SENIOR SHORT COURSE—Continued

NAME	POSTOFFICE	COUNTY	S. S.	1st Sem.	2nd Sem.	Sp.
Robinson, Lucille Inez	Burton	Wetzel		*		
Rogers, Ruby	Independence	Preston				*
Ryan, Mrs. Nellie	Fairmont	Marion			*	
Scott, Raymond	Smithfield	Wetzel				*
Shuman, Nerva	Fairview	Marion				*
Sine, Mildred	Fairview	Marion				*
Skiles, Ada Frances	Sabraton	Monongalia				*
Smith, Lois Mariam	Newburg	Preston		*	*	
Snider, Irene Winafred	Smithfield	Wetzel				*
Soppe, Nellie Jane	Monongah	Marion				*
Stanley, Mabel C.	Fairmont	Marion				*
Starkey, Paul Clifford	Mannington	Marion				*
Starkey, Edna Violet	Mannington	Marion		*	*	
Stewart, Mary B.	Fairview	Marion				*
Talkington, Roxie	Mannington	Marion		*	*	
Toothman, Estelle O.	Fairview	Marion				*
Triplett, Delphia	Bowden	Randolph				*
Walker, Naomi	Fairmont	Marion				*
Welch, J. Sherman	Moundsville	Marshall				*
Willis, Mitchell Elic	Shinnston	Harrison				*
Wilson, D. E.	Fairview	Marion				*
Wilson, Harry M.	Fairmont	Marion		*		
Wimer, Floda G.	Jane Lew	Lewis		*	*	
Wright, Hilda	Newburg	Preston				*
Wolf, Eula Joy	Clarksburg	Harrison		*	*	
Yeager, Edna	Mannington	Marion				*

STUDENTS
JUNIOR NORMAL CLASS
1922-1923

NAME	POSTOFFICE	COUNTY	S. S.	1st Sem.	2nd Sem.	Sp.
Anderson, Robert E.	Rowlesburg	Preston				*
Anderson, Asa H.	Smithfield	Wetzel				*
Armstrong, Samuel	Independence	Taylor				*
Atha, Charles L.	Farmington	Marion		*	*	
Atha, Eva Lenore	Barrackville	Marion		*	*	
Ball, Leta M.	Maggie	Mason				*
Baldwin, Ruth	Fairmont	Marion		*		
Barnard, Rachel W.	Rowlesburg	Preston				*
Bartlett, Virginia	Philippi	Barbour		*	*	
Bartlett, Erma H.	Fairmont	Marion		*	*	
Battieger, Wayne	Fairmont	Marion		*	*	
Batson, Anna	Mannington	Marion		*	*	
Barret, James	Fairmont	Marion		*		
Beale, O. Bryan	Mingo	Pocohontas		*	*	
Binns, Carl Brooks	Fairmont	Marion		*	*	
Boatman, Mrs. Leafy	Fairmont	Marion				*
Bogdonovich, Mary	Davis	Tucker		*	*	
Bond, Mary Louise	Albright	Preston				*
Boyer, Thelma	Fairmont	Marion		*	*	

JUNIOR NORMAL CLASS—Continued

NAME	POSTOFFICE	COUNTY	S. S.	1st Sem.	2nd Sem.	Sp.
Brock, Dorothy	Fairview	Marion			*	
Brock, Virginia	Fairview	Marion			*	
Brown, Clark	Fairmont	Marion		*		
Brown, Wayman	Lumberport	Harrison				*
Brownfield, James	Fairmont	Marion			*	
Burns, Mary	Terra Alta	Preston				*
Burnside, Carrol	Lost Creek	Harrison			*	
Carter, Allen E.	Catawba	Marion		*		
Cather, Elsie	Watson	Marion				*
Church, Hugh	Grafton	Taylor		*	*	
Clancy, Elizabeth	Mannington	Marion		*	*	
Clayton, Olive	Baxter	Marion		*	*	
Collins, Ruth H.	Fairmont	Marion		*	*	
Connelly, Elma C.	Littleton	Wetzel		*	*	
Conners, Thomas	Fairmont	Marion		*		
Cook, Nellie	Haywood	Harrison		*	*	
Cooper, Warren	Fairmont	Marion		*	*	
Core, Ella	St. Mary's	Pleasants		*	*	
Criss, Robert	Watson	Marion		*	*	
Cross, Daisy	Fairmont	Marion		*	*	
Davis, Glenn	Fairmont	Marion		*	*	
Davis, Helen Kathryn	Fairmont	Marion	*			*
Davis, Irene	Fairmont	Marion		*	*	
Deakins, G. A.	Rowlesburg	Preston				*
Duvall, Jeanette	Clarksburg	Harrison		*	*	
Echels, Paul James	Fairmont	Marion		*		
Feaster, Katherine	Shinnston	Harrison		*	*	
Fitzgerald, Katherine	Mannington	Marion		*	*	
Fitzhugh, Harriett	Fairmont	Marion		*	*	
Fleming, Edwin	Fairmont	Marion			*	
Ford, Mildred	Fairmont	Marion		*	*	
Frum, Alice	Shinnston	Harrison	*	*	*	
Frum, Iva K.	Fairmont	Marion		*	*	
Garner, Ruth	Fairmont	Marion		*	*	
Glenn, Helen	Fairmont	Marion		*	*	
Goodwin, Hayward	Shinnston	Harrison		*		
Greathouse, Lyla	Flemington	Taylor		*		
Gumm, Boyce L.	Frametown	Braxton				*
Haas, Gladys B.	Fairmont	Marion		*	*	
Haley, Orpha	Hepzibah	Harrison		*	*	
Hall, Dorris	Fairmont	Marion		*	*	
Hall, Eva G.	Fairmont	Marion		*	*	
Hall, Fairy	Fairmont	Marion	*	*	*	
Hamilton, Ruth	Newburg	Preston		*	*	
Harper, Elizabeth	Davis	Tucker		*	*	
Hamrick, Lennie	Antonito, Colo.			*	*	
Hawkins, Jessie	Rivesville	Marion		*	*	
Hawkins, Harold	Fairmont	Marion		*		
Hawthorne, Mary	Fairmont	Marion		*		
Hayhurst, Jamima	Fairmont	Marion		*	*	
Haymond, Royce	Fairmont	Marion		*	*	
Hess, Rella	Farmington	Marion		*	*	
Higgs, Virgil	Fairmont	Marion			*	

JUNIOR NORMAL CLASS—Continued

NAME	POSTOFFICE	COUNTY	S. S.	1st Sem.	2nd Sem.	Sp.
Higinbotham, Ellen	Shinnston	Harrison		*	*	
Himelrick, Josephine	Burton	Wetzel	*			*
Himelrick, Essie	Burton	Wetzel				*
Hinebaugh, Katherine	Kingmont	Marion		*	*	
Hines, Genevieve	Orndorf	Webster				*
Hinkle, Walton	Fairmont	Marion		*	*	
Holbert, Arthur	Shinnston	Harrison		*	*	
Holbert, Carl	Shinnston	Harrison		*	*	
Holt, Carl	Fairmont	Marion			*	
Horn, Freda	Ripley	Jackson				*
Hughes, Hilda	Shinnston	Harrison	*			*
Hungerford, Virginia	Fairmont	Marion		*		
Hunsaker, Mildred	Fairmont	Marion		*	*	
Ice, Marye Ellen	Fairmont	Marion		*		
Ice, Lula Virginia	Clarksburg	Harrison		*	*	
James, Carrie	Frametown	Braxton				*
Jenkins, Mary N.	Clarksburg	Harrison				*
Johnson, Audrie	Fairmont	Marion				*
Johnson, J. Dale	Shinnston	Harrison				*
Johnson, Louise	Fairmont	Marion		*	*	
Jones, Katherine	Fairmont	Marion		*	*	
Jones, Nell	Weston	Lewis				*
Joy, Franklin	Albany, Ind.	Delaware		*	*	
Joyce, Irene	Four States	Marion				*
Keller, Harold M.	Worthington	Marion		*		
Kendall, Frieda	Mannington	Marion		*	*	
Kessell, Velma	Ripley	Jackson				*
Kessell, Zorah	Ripley	Jackson				*
Kerns, Delvera	Smithfield	Wetzel		*	*	
Kline, Elizabeth	Fairmont	Marion		*	*	
Killan, Margaret	Terra Alta	Preston				*
Kimble, Gladys	Littleton	Wetzel	*			*
Knight, Elizabeth	Fairmont	Marion		*		
Knight, Lewis	Fairmont	Marion		*		
Knox, Alexander	Fairmont	Marion		*		
LaFollette, Mary	Fairmont	Marion		*	*	
Lantz, Margaret	Jacksonburg	Wetzel		*	*	
LeComte, Mary F.	Fairmont	Marion				*
Linger, Ernestine	Roanoke	Lewis		*	*	
Linger, March	Roanoke	Lewis		*	*	
Little, Charles	Bridgeport	Taylor				*
Lough, Irene	Farmington	Marion		*	*	
Lyons, Frances Faye	Broomfield	Marion		*	*	
Manear, Velva	Lumberport	Harrison	*		*	
Martin, Charles	Fairmont	Marion		*	*	
Martin, Genevieve	Monongah	Marion		*	*	
McElroy, Myrtle	E. Liverpool, O.	Columbiana				*
McKain, Charles	Monongah	Marion		*	*	
McKinley, Wanda	Weston	Lewis		*	*	
McQuain, Adam	Orlando	Lewis		*	*	
Michael, Carroll	Barrackville	Marion		*	*	
Michael, Ruth	Broomfield	Marion		*	*	
Miller, Dessie	Bolair	Webster				*

JUNIOR NORMAL CLASS—Continued

NAME	POSTOFFICE	COUNTY	S. S.	1st Sem.	2nd Sem.	Sp.
Miller, Thos. Byron	Fairview	Marion				*
Miller, Merle	Fairmont	Marion		*		
Miller, Oliver	Fairmont	Marion		*	*	
Miller, Owen	Fairmont	Marion		*	*	
Mollahan, Fay	Dessie	Braxton				*
Moran, Wendell	Fairmont	Marion		*		
Monroe, Phyllis	Fairmont	Marion		*	*	
Moore, Dorothy	Fairmont	Marion				
Morris, Grace Evelyn	Fairmont	Marion		*	*	
Nuzum, Hazel	Fairmont	Marion		*	*	
Nuzum, Mildred	Fairmont	Marion		*	*	
Parrish, Archel	Mannington	Marion				*
Patterson, Katherine	Clarksburg	Harrison		*	*	
Parsons, Flora	Ripley	Jackson				*
Pendergast, Margaret	Littleton	Wetzel		*	*	
Phillips, Lois	Rivesville	Marion			*	
Piggott, Edith	Worthington	Marion		*	*	
Poling, Mabel	Weston	Lewis	*	*		*
Posten, Muriel Nellie	Grafton	Taylor		*	*	
Price, Walter A.	Mannington	Marion				*
Putnam, Emma Mae	Grafton	Taylor		*		
Rector, Winnie	Shinnston	Harrison	*			*
Reese, Madge Cleland	Fairmont	Marion		*	*	
Reed, Ethel Virginia	Watson	Marion		*		
Richmond, Edna B.	Faimont	Marion		*		
Riddle, Ray	Enterprise	Harrison		*	*	
Rinehart, William B.	Clarksburg	Harrison			*	
Roberts, Odgar	Hundred	Wetzel				*
Robinson, Margaret	Monongah	Marion		*	*	
Rogers, Fred S.	Independence	Preston				*
Rose, Ethel	Heaters	Braxton				*
Ross, Clarence Young	Fairmont	Marion		*	*	
Rudy, Madaline	Broomfield	Marion		*	*	
Rush, W. E.	Earnshaw	Wetzel				*
Satterfield, Virginia	Fairmont	Marion		*	*	
Saunder, E. M.	Fairmont	Marion			*	
Scott, Christine	Fairmont	Marion		*	*	
Schoolnic, Wolfe Jacob	Fairmont	Marion		*	*	
Shain, Ruth	Clarksburg	Harrison		*	*	
Sheranko, Joseph	Montana Mines	Marion		*		
Slaon, Robert Charles	Fairmont	Marion		*	*	
Snedegar, Delpha	Marlinton	Pocahontas		*	*	
Smith, Rex M.	Fairmont	Marion		*	*	
Snider, George	Fairmont	Marion		*		
Snider, Ruth	Fairmont	Marion		*	*	
Snodgrass, S. Dale	Mannington	Marion			*	
Squires, Fay Calvin	Fairmont	Marion		*	*	
Stanley, Mary Pauline	Fairmont	Marion				*
Stanton, Alice	Anmoore	Harrison		*	*	
Starkey, Bertha	Smithfield	Wetzel			*	
Stealey, Emma	Fairmont	Marion		*	*	
Stephenson, Clarice	Weston	Lewis		*	*	
Stephenson, Gladys	Weston	Lewis		*	*	

JUNIOR NORMAL CLASS—Continued

NAME	POSTOFFICE	COUNTY	S. S.	1st Sem.	2nd Sem.	Sp.
Straight, Nellie	Grant Town	Marion		*	*	
Storey, Betty	Mannington	Marion				*
Sturm, Ward T.	Fairmont	Marion		*		
Stevens, Richard Bolts	Fairmont	Marion		*		
Talkington, Roxie	Mannington	Marion		*	*	
Tennant, Nellie	Rivesville	Marion		*	*	
Thorne, Ruth Elizabeth	Mannington	Marion		*		
Toothman, Blendine	Fairview	Marion				
Teter, Abner June	Rivesville	Monongalia				*
Thomas, Harold B.	Barrackville	Marion				*
Turley, George H.	Fairmont	Marion		*	*	
Walls, Virginia B.	Shinnston	Harrison		*	*	
West Goldie Marie	Fairmont	Marion		*	*	
Wilson, Bonnie Louise	Belington	Barbour				*
Wolfe, Orville E.	Fairmont	Marion		*	*	
Wright, Edna O.	Newberg	Preston				*
Vandergrift, Timothy	Colfax	Marion			*	
Yoho, Flossie	Howard	Marshall		*	*	
Zeller, Margaret	Terra Alta	Preston				*

STUDENTS
SENIOR NORMAL CLASS
1922-1923

NAME	POSTOFFICE	COUNTY	S. S.	1st Sem.	2nd Sem.	Sp.
Akins, Elizabeth C.	Fairmont	Marion		*	*	
Allender, Arthur N.	Grafton	Taylor				*
Ammons, Bessie E.	Fairview	Marion		*	*	
Arnett, Audrey J.	Mannington	Marion			*	
Baker, Royal Frank	Gassaway	Braxton				*
Bartlett, Lucille N.	Fairmont	Marion		*	*	
Bartlett, Richard P.	Fairmont	Marion		*		
Beebe, Leone Ritenour	Fairmont	Marion		*	*	
Bell, Marie	Farmington	Marion		*	*	
Bice, Rhoda	Gypsy	Harrison		*	*	
Bieghley, James H.	Jane Lew	Lewis		*		
Blocher, Georgia P.	Fairmont	Marion		*	*	
Boggess, Howard	Fairmont	Marion		*		
Bradford, Alta Lee	Male Hill	Ritchie		*	*	
Bracey, Eliza Catherine	Morgantown	Monongalia				*
Brand, Lois Leone	Broomfield	Marion		*	*	
Brown, Lolita R.	Philippi	Barbour				*
Bruffey, Georgia	Roanoke	Lewis				*
Burke, Alex.	Hundred	Wetzel				*
Cale, George Claude	Terra Alta	Preston				*
Carden, Gertrude E.	Weston	Lewis		*	*	
Carpenter, Bernice J.	Fairmont	Marion				*
Charlton, Edith Brown	Mannington	Marion				*
Charlton, Neva Mae	Mannington	Marion				*
Cherrington, Viola	Davis	Tucker		*	*	

SENIOR NORMAL CLASS—Continued

NAME	POSTOFFICE	COUNTY	S. S.	1st Sem.	2nd Sem.	Sp.
Clayton, Alta Lurana	Pullman	Ritchie		*	*	
Clelland, Martha S.	Fairmont	Marion		*	*	
Cline, Helen D.	Williamstown	Wood				*
Coburn, Eleanor P.	Fairmont	Marion		*	*	
Cox, Walter	Fairmont	Marion				*
Crane, Beatrice	Maud	Wetzel		*	*	
Coyner, Lois Ligon	Clover Lick	Pocahontas		*		
Criss, Jennings Wm.	Watson	Marion				*
Cullinan, Mary Agnes	Dean	Wetzel		*	*	
Cunningham, Gertrude	Parkersburg	Wood				*
Cunningham, Mabel	St. Mary's	Pleasants		*	*	
Dexter, Cordelia	Fairmont	Marion		*	*	
Downs, Pearl	Farmington	Marion		*	*	
Dumire, Mrs. Lillian	Elkins	Randolph				*
Dunham, Nella	Williamstown	Wood		*		
Dunham, Olive	Fairmont	Marion		*	*	
Dunnington, Ruth V.	Fairmont	Marion		*	*	
Eastman, Virginia A.	Fairmont	Marion		*	*	
Fisher, Thelma	Fairmont	Marion		*	*	
Flanagan, Gertrude	Clarksburg	Harrison		*	*	
Fleming, Marjorie I.	Fairmont	Marion		*	*	
Frame, Ella Ruth	Gassaway	Braxton				*
Freeland, Thelma	Fairmont	Marion		*	*	
Gibson, Mildred E.	Sutton	Braxton		*	*	
Gilkeson, Leah Mary	Fairmont	Marion		*	*	
Gillespie, Anne	North East, Pa.	Erie		*	*	
Goff, Golda	Weston	Lewis				*
Grapes, Beatrice L.	Hepzibah	Harrison		*	*	
Haley, Orpha	Hepzibah	Harrison		*	*	
Hamilton, Ruth Clarice	Newburg	Preston		*	*	
Hamrick, Lennie	Antonito, Colo.			*	*	
Haught, Rilla Mae	New Martinsv'le	Wetzel				*
Hennen, Genevieve	Mannington	Marion				*
Higinbotham, M. Ann	Shinnston	Harrison				*
Higginbotham, A. E.	Earnshaw	Wetzel		*	*	
Hoover, Myra M.	Fairmont	Marion		*	*	
Huey, Dollie Lee	Mannington	Marion		*		*
Hunt, Everett A.	Philippi	Barbour		*	*	
Ice, Delcie M.	Sistersville	Tyler				*
Iden, Josie Mary	Davis	Tucker				*
Jenkins, Beryl G.	Fairmont	Marion		*	*	
Johnston, Olive M.	Morgantown	Monongalia			*	
Jolliffe, Helen	Fairmont	Marion		*	*	
Keener, Opal Leah	Fairmont	Marion		*	*	
Kelley, Eunice	Grafton	Taylor				*
King, Ruth Lillian	Sistersville	Tyler		*	*	
Knight, Albert B.	Fairmont	Marion		*		
Lavely, Mary Evelyn	Fairmont	Marion		*	*	
Leach, Emma Haddex	Grafton	Taylor				*
Leussow, Ruby	Fairmont	Marion		*	*	
Lynn, Mary E.	Fairmont	Marion				*
Magee, Myrtle R.	Mannington	Marion		*	*	
Mahan, Alice	Shinnston	Harrison				*

SENIOR NORMAL CLASS—Continued

NAME	POSTOFFICE	COUNTY	S. S.	1st Sem.	2nd Sem.	Sp.
Martin, Nellie Wilma	Shinnston	Harrison		*		
Martin, Greta	Monongah	Marion		*		
Mathews, Ava Eyelyn	Fairmont	Marion		*	*	
McCormick, Vera	Cameron	Marshall		*	*	
McElfresh, Blanche	Fairmont	Marion		*	*	
McKain, Charles J.	Monongah	Marion		*	*	
Michaels, Eva Rubert	Fairmont	Marion				*
Miller, Aldene	Fairview	Marion		*	*	
Musgrave, Sarah F.	Middlebourne	Tyler		*	*	
Myers, Ocie Belle	Tunnelton	Preston		*	*	
Neely, Olive	Fairmont	Marion		*		*
Nutter, Virginia F.	Fairmont	Marion		*	*	
Noble, Harold T.	Grafton	Taylor		*	*	
Park, Marjorie	Farmington	Marion		*		*
Parrish, Edna	Fairview	Marion				*
Parrish, Margaret	Fairmont	Marion		*	*	
Patterson, Kath. M.	Clarksburg	Harrison		*	*	
Petres, Anna	Mannington	Marion		*	*	
Piggott, Mrs. Pearl R.	Lumberport	Harrison				*
Piggott, Lynn	Lumberport	Harrison				*
Post, Mary Elizabeth	Kincheloe	Harrison		*	*	
Potter, Grace Dolores	Fairmont	Marion		*	*	
Price, Walter W.	Fairmont	Marion		*	*	
Reed, Hazel	Mannington	Marion				*
Reed, Mildred	Fairmont	Marion		*	*	
Rector, Hazel	Shinnston	Harrison		*		*
Richards, Ethel V.	Fairmont	Marion		*		
Righter, Charles L.	Shinnston	Harrison				*
Righter, Mary E.	Shinnston	Harrison		*	*	
Rinehart, Albert	Everson	Marion		*	*	
Robbins, James Minor	Shinnston	Harrison		*	*	
Rose, Edythe	Morgantown	Monongalia		*	*	
Rowley, Laura Viola	Shinnston	Harrison		*	*	
Ryan, Nellie	Fairmont	Marion			*	
Seaton, Mary Virginia	Fairmont	Marion		*	*	
Skinner, Minter P.	Gassaway	Braxton				*
Smith, Hallie	Gassaway	Braxton		*	*	
Smith, Opal F.	Monongah	Marion				*
Smail, Carlyle	Fairmont	Marion		*	*	
Snider, Lula	Fairmont	Marion		*		
Snodgrass, John F.	Mannington	Marion				*
Spring, Lillie Agnes	Fairmont	Marion		*	*	
Springer, Lucille	Fairmont	Marion		*	*	
Stalnaker, Winnie Mae	Elkins	Randolph				*
Stephenson, Gladys	Weston	Lewis		*	*	
Straight, Nellie	Grant Town	Marion		*	*	
Starkey, Edna Violet	Mannington	Marion		*	*	
Sturm, Ward F.	Fairmont	Marion		*	*	
Summers, Edna	Fairmont	Marion		*	*	
Summers, Estelle F.	Fairmont	Marion		*		
Tate, Genevieve	Weston	Lewis		*	*	
Tennant, Nelle	Rivesville	Marion		*	*	
Thompson, Avilda M.	Davis	Tucker				*

SENIOR NORMAL CLASS—Continued

NAME	POSTOFFICE	COUNTY	S. S.	1st Sem.	2nd Sem.	Sp.
Thompson, Lucreta	Shinnston	Harrison		*	*	
Trach, J. P.	Fairmont	Marion		*	*	
Uhl, Mrs. Winona	Williamstown	Wood				*
Vogan, Mabel Lenore	Mannington	Marion				*
Wallman, Lawrence A.	Fairmont	Marion		*	*	
White, Julia Marlowe	Fairmont	Marion		*	*	
Whitlock, Elizabeth D.	Durbin	Pocahontas			*	
Wilhelm, Margaret	Broomfield	Marion		*		
Wilmoth, Frances May	Elkins	Randolph			*	
Wise, Bernice Claire	Cameron	Marshall		*	*	
Wilmoth, Dollie A.	Fairmont	Marion		*		*
Wyckoff, Mrs. Zeppa F.	Faimont	Marion		*	*	

STUDENTS
THIRD YEAR COLLEGE
1922-1923

NAME	POSTOFFICE	COUNTY	S. S.	1st Sem.	2nd Sem.	Sp.
Carrico, Ethel Davis	Terra Alta	Preston				*
Cole, Dale	Farmington	Marion				*
Crane, Beatrice	Maud	Wetzel			*	
Duncan, Harlen	Mannington	Marion				*
Durrett, Ethel	Fairmont	Marion				*
Eliason, Ruth Virginia	Fairmont	Marion		*	*	
Furbee, Bessie Ogden	Terra Alta	Preston				*
Gaskin, Catherine	Monongah	Marion				*
Hartrick, George A.	Monongah	Marion				*
Haught, Blanche Esta	Reader	Wetzel			*	
Randall, Estelle Ebert	Shinnston	Harrison				*
Rex, Lucy M.	Broomfield	Marion				*
Richmond, Edna B.	Fairmont	Marion				*
Stewart, Joseph Dale	Fairmont	Marion			*	
Toothman, Mrs. Lyle R.	Fairmont	Marion				*
Van Gilder, E. F.	Fairmont	Marion			*	
Whaley, Wm. Claude	Finch	Ritchie			*	

SUMMER SCHOOL STUDENTS 1922

NAME	TOWN	COUNTY
Abel, Elsie	Middleton, W. Va.	Marion
Akins, Elizabeth	Fairmont, W. Va.	Marion
Alderton, Ruth	Davis, W. Va.	Tucker
Ammons, Grace	Fairview, W. Va.	Marion
Ammons, Nelle	Mannington, W. Va.	Marion
Amos, Mrs. W. C.	Wyatt, W. Va.	Harrison
Anderson, Elsie	Monongah, W. Va.	Marion
Arnold, Nelle	Weston, W. Va.	Lewis
Akins, May	Weston, W. Va.	Lewis
Bailey, Adelaide	Flemington, W. Va.	Taylor
Bailey, Eva	Weston, W. Va.	Lewis
Barbe, Zella	Jane Lew, W. Va.	Lewis
Barnes, Marguerite	Fairmont, W. Va.	Marion
Barr, Naomi	Mannington, W. Va.	Marion
Bartlett, Christine	Shinnston W. Va.	Harrison
Beaves, Dora	Grafton, W. Va.	Taylor
Bobbitt, Mabel	Cowen, W. Va.	Webster
Bock, Anna	Farmington, W. Va.	Marion
Bock, Bessie	Farmington, W. Va.	Marion
Boice, Clara	Grafton, W. Va.	Taylor
Bolyard, Mrs. Blake	Fairmont, W. Va.	Marion
Bracey, Elizabeth	Morgantown, W. Va.	Monongalia
Barnes, Doris	Fairmont, W. Va.	Marion
Brand, Lois	Broomfield, W. Va.	Marion
Brown, Juna	Tunnelton, W. Va.	Preston
Brown, Lolita	Philippi, W. Va.	Barbour
Brown, Madeline	Fairmont, W. Va.	Marion
Brown, Nelle	Fairmont, W. Va.	Marion
Burns, Mary	Fairmont, W. Va.	Marion
Burns, Mary Virginia	Terra Alta, W. Va.	Preston
Burnside, Celia	Clarksburg, W. Va.	Harrison
Burnson, Pauline	Hundred, W. Va.	Wetzel
Butcher, Hilda	Weston, W. Va.	Lewis
Butcher, Lotus L.	Reedy, W. Va.	Roane
Butcher, Ina	Weston, W. Va.	Lewis
Byer, Eunice	Fairmont, W. Va.	Marion
Campbell, Faye	Creston, W. Va.	Wirt
Carlin, Mary	Folsom, W. Va.	Wetzel
Carpenter, Bernice	Fairmont, W. Va.	Marion
Carpenter, Virginia	Weston, W. Va.	Lewis
Carr, Ruth	Wheeling, W. Va.	Ohio
Charlton, Neva	Mannington, W. Va.	Marion
Childs, Ruth	Fairmont, W. Va.	Marion
Chrystal, Marguerite	Davis, W. Va.	Tucker
Clayton, Olive	Baxter, W. Va.	Marion
Clancy, Mrs. Elizabeth	Mannington, W. Va.	Marion
Cochran, Jessie	Grafton, W. Va.	Taylor
Collins, Marguerite	Rivesville, W. Va.	Marion
Conner, Mary Catherine	McMechen, W. Va.	Marshal
Copenhaver, Coralie	Wallace, W. Va.	Harrison
Copenhaver, Ruby	Wallace, W. Va.	Harrison
Cowan, Ida	Fairview, W. Va.	Mairion
Cox, Pauline	Shinnston, W. Va.	Harrison
Crane, Beatrice	Maud, W. Va.	Wetzel

SUMMER SCHOOL STUDENTS—Continued

NAME	TOWN	COUNTY
Creamer, Loraine	Lumberport, W. Va.	Harrison
Criss, Rhoda	Farmington, W. Va.	Marion
Criss, Rosalie	Webster Springs, W. Va.	Webster
Cunningham, Alta	Hepzibah, W. Va.	Harrison
Cunningham, Hazel	Hepzibah, W. Va.	Harrison
Danks, Vashti Lee	Independence, W. Va.	Preston
Davis, Helen Kathryn	Fairmont, W. Va.	Marion
Davis, Hattie	Hammond, W. Va.	Marion
DeBerry, Mary	Terra Alta, W. Va.	Preston
DeGant, Stella C.	Wheeling, W. Va.	Ohio
DeMoss, Ada	Grafton, W. Va.	Taylor
DeMoss, Minnie	Grafton, W. Va.	Taylor
Dodd, Dorothy	Fairview, W. Va.	Marion
Downs, Pearl	Farmington, W. Va.	Marion
Drummond, Pearl	Hepzibah, W. Va.	Harrison
Dufrene, M. Irene	Wheeling, W. Va.	Ohio
Dumire, Laura	Horton, W. Va.	Randolph
Dunham, Olive	Fairmont, W. Va.	Marion
Durrett, Ethel Clare	Fairmont, W. Va.	Marion
Edwards, Kathleene	Belington, W. Va.	Barbour
Eib, Irene Eleanor	Belington, W. Va.	Barbour
Ekstrom, Ora Morgan	Worthington, W. Va.	Marion
Eminger, Edna Lillian	Rivesville, W. Va.	Marion
Feather, Mattie	Fairmont, W. Va.	Marion
Feather, Freda	Fairmont, W. Va.	Marion
Fleming, Madge Irene	Monongah, W. Va.	Marion
Forbes, Margaret	Morgantown, W. Va.	Monongalia
Frame, Ella	Gassaway, W. Va.	Braxton
Francis, Gail	Elm Grove, W. Va.	Marshall
Frum, Alice	Shinnston, W. Va.	Marion
Fuller, Jessie	Fairmont, W. Va.	Marion
Funk, Inez	Tunnelton, W. Va.	Preston
Funk, Susan Peaslee	Rowlesburg, W. Va.	Preston
Furbee, Bessie	Terra Alta, W. Va.	Preston
Furbee, Naomi	Mannington, W. Va.	Marion
Gall, Gineva	Moatsville, W. Va.	Barbour
Gaskill, Mary	Fairmont, W. Va.	Marion
Gaskin, Catherine	Monongah, W. Va.	Marion
Gibbons, Teresa	New Martinsville, W. Va.	Wetzel
Gibson, Ila Kathryn	Grafton, W. Va.	Taylor
Gilleland, Martha	Fairview, W. Va.	Marion
Gillespy, G. Amanda	Wheeling, W. Va.	Ohio
Glover, Nance	Glover Gap, W. Va.	Marion
Goff, Golda	Weston, W. Va.	Lewis
Goff, Greeta	Weston, W. Va.	Lewis
Goff, Lalia	Newburg, W. Va.	Preston
Goodnight, Edna	Burton, W. Va.	Wetzel
Goodwin, Dessie	Fairmont, W. Va.	Marion
Gould, Agnes	Weston, W. Va.	Lewis
Grapes, Marie	Hepzibah, W. Va.	Harrison
Grim, Adaline	Cameron, W. Va.	Marshall
Groves, Dora	Grafton, W. Va.	Taylor
Hale, Virgean	Fairmont, W. Va.	Marion
Haley, Orpha	Hepzibah, W. Va.	Harrison

SUMMER SCHOOL STUDENTS—Continued

NAME	TOWN	COUNTY
Haley, Rose	Bridgeport, W. Va.	Harrison
Hall, Fairy	Fairmont, W. Va.	Marion
Hall, Fannye	Fairmont, W. Va.	Marion
Hall, Franke	Monongah, W. Va.	Marion
Hanly, Frances	Benwood, W. Va.	Marshall
Hann, Nita	Davis, W. Va.	Tucker
Haught, Stella	Fairview, W. Va.	Marion
Heater, Agnes	Dawmont, W. Va.	Harrison
Heater, Magdalene	Dawmont, W. Va.	Harrison
Heckert, Osie	Spencer, W. Va.	Roane
Hefner, Leah	Burnsville, W. Va.	Braxton
Hefner, Elizabeth	Burnsville, W. Va.	Braxton
Hefner, Freda	Weston, W. Va.	Lewis
Heinzman, Elizabeth	New Martinsville, W. Va.	Wetzel
Henderson, Mildred	Grafton, W. Va.	Taylor
Hennen, Genevieve	Metz, W. Va.	Marion
Henry, Ella	Morgantown, W. Va.	Monongalia
Henthour, Lillie	Paden City, W. Va.	Wetzel
Hess, Edythe	Worthington, W. Va.	Marion
Hicke, Ernie	Summersville, W. Va.	Nicholas
Hillyard, Ruth	Belington, W. Va.	Barbour
Himelrick, Josephine	Burton, W. Va.	Wetzel
Himelrick, Maude	Burton, W. Va.	Wetzel
Hindman, Mary Etta	Chester, W. Va.	Hancock
Hiteshew, Mildred	Lumberport, W. Va.	Harrison
Hoffman, Laura	Kingwood, W. Va.	Preston
Hornor, Catherine	Mannington, W. Va.	Marion
Houck, Leona	Fairmont, W. Va.	Marion
Hubbs, Sophia	Glen Easton, W. Va.	Marshall
Huey, Dollie	Mannington, W. Va.	Marion
Hughes, Gae	Shinnston, W. Va.	Harrison
Hughes, Hilda	Shinnston, W. Va.	Harrison
Hurst, Neva	Weston, W. Va.	Lewis
Hustead, Ethel	Clarksburg, W. Va.	Harrison
Ice, Opal Gay	Worthington, W. Va.	Marion
Iden, Josie	Davis, W. Va.	Tucker
Inghram, Elizabeth	Fairview, W. Va.	Marion
Irons, Vallie	Fairview, W. Va.	Marion
Jenkins, Lula	Terra Alta, W. Va.	Preston
Jenkins, Mary	Clarksburg, W. Va.	Harrison
John, Olive	Chester, W. Va .	Hancock
Johnston, Alice	Hundred, W. Va.	Wetzel
Johnston, Lillian	Mannington, W. Va.	Marion
Jones, Sallie Ethel	Mannington, W. Va.	Marion
Joyce, Irene	Four States, W. Va.	Marion
Judge, Lucy	Pine Grove, W. Va.	Wetzel
Keener, Opal	Fairmont, W. Va.	Marion
Kelley, Eunice	Fairmont, W. Va.	Marion
Kennedy, Eva Helen	Hundred, W. Va.	Wetzel
Kimble, Gertrude	Paden City, W. Va.	Wetzel
Kimble, Gladys	Littleton, W. Va.	Wetzel
Kiser, Eunice	Franklin, W. Va.	Pendleton
Knott, Pearl E.	Tunnelton, W. Va.	Preston
Kramer, Marian	Fairmont, W. Va.	Marion

SUMMER SCHOOL STUDENTS—Continued

NAME	TOWN	COUNTY
Lane, Marie	Wheeling, W. Va.	Ohio
Leach, Emma	Grafton, W. Va.	Taylor
Lee, Irene	Hundred, W. Va.	Wetzel
Lester, Elpha Mabel	Reedy, W. Va.	Roane
Levelle, Grace	Fairview, W. Va.	Marion
Liljelund, Anna	Mannington, W. Va.	Marion
Loughry, Reland	Rowlesburg, W. Va.	Preston
Lowe, Birdie Frances	Mannington, W. Va.	Marion
Lucas, Irene	Enterprise, W. Va.	Harrison
Luesson, Ruby	Fairmont, W. Va.	Marion
Luke. Blanche	Elm Grove, W .Va.	Marshall
Lunsford, Nelle	Weston, W. Va.	Lewis
Lynn, Marjorie	Fairmont, W. Va.	Marion
Lynn, Mary	Fairmont, W. Va.	Marion
Mahan, Alice	Little Falls, W. Va.	Monongalia
Malloy, Marguerite	Rowlesburg, W. Va.	Preston
Manear, Velva	Lumberport, W. Va.	Harrison
Mann, Mary	Fairmont, W. Va.	Marion
Martin, Nellie	Wyatt, W. Va.	Harrison
Masters, Thelma	Mannington, W. Va.	Marion
Mawyer, Willa	Clarksburg, W. Va.	Harrison
McElroy, Lillian	Fairview, W. Va.	Marion
McFadden, Mrs. Lorna	Grafton, W. Va.	Taylor
McGarvey, Anna	Mannington, W. Va.	Marion
McIntosh, Grace	Grafton, W. Va.	Taylor
McKenney, Margaret	Weston, W. Va.	Lewis
McQueen, Esther	Fairmont, W. Va.	Marion
Menear, Edith	Thornton, W. Va.	Taylor
Menear, Ada	Hutchinson, W. Va.	Marion
Menear, Evelyn	Newburg, W. Va.	Preston
Meo, Mary Teresa	Fairmont, W. Va.	Marion
Meredith, Lucy	Fairmont, W. Va.	Marion
Michael, Vemba	Barrackville, W. Va.	Marion
Michie, Helen	Fairmont, W. Va.	Marion
Miller, Aldene	Fairview, W. Va.	Marion
Mitchell, Phoebe	Weston, W. Va.	Lewis
Moats, Clara	Grafton, W. Va.	Taylor
Mockler, Beryle	Mannington, W. Va.	Marion
Monroe, Alta	Cameron, W. Va.	Marshall
Montgomery, Inez	Broomfield, W. Va.	Marion
Morgan, Doris	Huttonsville, W. Va.	Randolph
Morgan, Naomi	Fairmont, W. Va.	Marion
Moore, Ruby	Wallace, W. Va.	Harrison
Morris, Beatrice	Shinnston, W. Va.	Harrison
Morris, Ruth	Enterprise, W. Va.	Harrison
Morris, Stazie	Glover Gap, W. Va.	Marion
Mundell, Grace	Lost Creek, W. Va.	Harrison
Murphy, Patience	Mt. Clare, W. Va.	Harrison
Nay, Mable	Rivesville, W. Va.	Marion
Nay, Virgis	Rivesville, W. Va.	Marion
Neely, Olive	Fairmont, W. Va.	Marion
Ney, Florence	Fairmont, W. Va.	Marion
Noland, Erra	Davis, W. Va.	Tucker
Nuzum, Pauline	Fairmont, W. Va.	Marion

SUMMER SCHOOL STUDENTS—Continued

NAME	TOWN	COUNTY
Oakes, Clarice	Worthington, W. Va.	Marion
Oakes, Mary	Worthington, W. Va.	Marion
Ocheltree, Katherine	Weston, W. Va.	Lewis
Ogden, Nina	Wallace, W. Va.	Harrison
Orr, Eugenia	Parsons, W. Va.	Tucker
Orr, Hazel	Wallace, W. Va.	Harrison
Parks, Marjorie	Farmington, W. Va.	Marion
Parker, Pauline	Morgantown, W. Va.	Monongalia
Parish, Doris	Worthington, W. Va.	Marion
Parrish, Margaret	Fairmont, W. Va.	Marion
Parsons, Selma	Davis, W. Va.	Tucker
Peaslee, Addie	Rowlesburg, W. Va.	Preston
Petres, Anna	Mannington, W. Va.	Marion
Pigott, A. Forest	Farmington, W. Va.	Marion
Pigott, Ruth	Shinnston, W. Va.	Harrison
Plotts, Frances	Chester, W. Va.	Hancock
Plotts, Wilma	Chester, W. Va.	Hancock
Poling, Grace	Weston, W. Va.	Lewis
Poling, Mabel	Weston, W. Va.	Lewis
Post, Mary	Kincheloe, W. Va.	Harrison
Potter, Iona	Fairmont, W. Va.	Marion
Potter, Ruth	Fairmont, W. Va.	Marion
Powell, Mary	Fairmont, W. Va.	Marion
Powell, June	Haywood, W. Va.	Harrison
Powell, Cecyle	Blacksville, W. Va.	Monongalia
Prichard, Ocea	Fairmont, W. Va.	Marion
Pyles, Ethel	Fairview, W. Va.	Marion
Pyles, Laura	Newburg, W. Va.	Preston
Pyles, Zelma	Fairview, W. Va.	Marion
Ralphsnyder, Iris	Morgantown, W. Va.	Monongalia
Ray, Myrtle	Davis, W. Va.	Tucker
Rector, Hazel	Shinnston, W. Va.	Harrison
Rector, Winnie	Shinnston, W. Va.	Harrison
Reed, Hazel	Mannington, W. Va.	Marion
Reed, Louise	Watson, W. Va.	Marion
Reeves, Neva	Adamston, W. Va.	Harrison
Reitz, Helen	Elkins, W. Va.	Randolph
Renshaw, Leo Magdaline	Newburg, W. Va.	Preston
Retterer, Mrs. Laurere	Franklin, W. Va.	Pendleton
Rex, Elizabeth	Hundred, W. Va.	Wetzel
Reynolds, Mary	Burnsville, W. Va.	Braxton
Richmond, Edna	Fairmont, W. Va.	Marion
Riley, Mary	Ripley, W. Va.	Jackson
Riley, Velma	Shinnston, W. Va.	Harrison
Robey, Columbia	Lumberport, W. Va.	Harrison
Robey, Edith	Mannington, W. Va.	Marion
Robey, Flora	Shinnston, W. Va.	Harrison
Robey, Marie	Broomfield, W. Va.	Marion
Robinson, Marie	Shinnston, W. Va.	Harrison
Robinson, Inez	Burton, W. Va.	Wetzel
Robinson, Mary	Clarksburg, W. Va.	Harrison
Robinson, Mildred	Shinnston, W. Va.	Harrison
Robinson, Virginia	Monongah, W. Va.	Marion
Rogers, Florence	Grafton, W. Va.	Taylor

SUMMER SCHOOL STUDENTS—Continued

NAME	TOWN	COUNTY
Roheabough, Mildred	Belington, W. Va.	Barbour
Rose, Edythe	Morgantown, W. Va.	Monongalia
Rose, Sarah Ethel	Heaters, W. Va.	Braxton
Rosecrance, Nellie	Beverly ,W. Va.	Randolph
Roush, Mary	Fairmont, W. Va.	Marion
Ryan, Helen	Fairmont, W. Va.	Marion
Satterfield, Veda	Shinnston, W. Va.	Harrison
Shay, Rosa	Haywood, W. Va.	Harrison
Shaver, Kathleen	Monongah, W. Va.	Marion
Shaw, Sadie	Colfax, W. Va.	Marion
Short, Beatrice	Spencer, W. Va.	Roane
Shough, Edna	Hundred, W. Va.	Wetzel
Shugart, Bree	Arkadelphia, Ark.	Clark
Shuman, Nerva	Fairview, W. Va.	Marion
Shuttleworth, Helen	Nutter Fort, W. Va.	Harrison
Shutts, Ethel	Bridgeport, W. Va.	Harrison
Sine, Mildred	Fairview, W. Va.	Marion
Slater, Sue	Mannington, W. Va.	Marion
Sleeth, Frances	Cowen, W. Va.	Webster
Skidmore, Blanche	Clarksburg, W. Va.	Harrison
Smith, Dawn	Fairmont, W. Va.	Marion
Smith, Madge	Grant Town, W. Va.	Marion
Smith, Opal	Monongah, W. Va.	Marion
Smith, Wilda	Jane Lew, W. Va.	Lewis
Smith, Winnred Virginia	Weston, W. Va.	Lewis
Snider, Irene	Mannington, W. Va.	Marion
Snider, Lawrence	Fairmont, W. Va.	Marion
Snider, Lula	Fairmont, W. Va.	Marion
Snodgrass, Gypsy	Smithfield, W. Va.	Wetzel
Snopps, Elizabeth	Bulltown, W. Va.	Braxton
Soppe, Nellie	Monongah, W. Va.	Marion
Southern, Mary	Terra Alta, W. Va.	Preston
Sprigg, Georgie	Sutton, W. Va.	Braxton
Stalnaker, Alvea	Elkins, W. Va.	Randolph
Stalnaker, Winnie	Elkins, W. Va .	Randolph
Stanley, Mary	Fairmont, W. Va.	Marion
Starkey, Edna	Mannington, W. Va.	Marion
Steele, Ruth	Grafton, W. Va.	Taylor
Stephenson, Enid	Weston, W. Va.	Lewis
Stephenson, Gladys	Weston, W. Va.	Lewis
Stire, Winifred	Lumberport, W. Va.	Harrison
Storey, Betty	Mannington, W. Va.	Marion
Straight, Hazel	Grant Town, W. Va.	Marion
Straight, Nellie	Grant Town, W. Va.	Marion
Straight, Sylvia	Rivesville, W. Va.	Marion
Strickler, Elizabeth	Clarksburg, W. Va.	Harrison
Sturm, Ella	Shinnston, W. Va.	Harrison
Swisher, Clarissa	Catawba, W. Va.	Marion
Swisher, Jettie	Catawba, W. Va.	Marion
Swisher, Mary	Weston, W. Va.	Lewis
Talioferro, Thelma	Watson, W. Va.	Marion
Talkington, Mae	Hundred, W. Va.	Wetzel
Talkington, Sadie	Hundred, W. Va.	Wetzel
Tennant, Sallie	Rivesville, W. Va.	Marion

SUMMER SCHOOL STUDENTS—Continued

NAME	TOWN	COUNTY
Tennant, Nellie	Rivesville, W. Va.	Marion
Thomas, Nadeline	Metz, W. Va.	Marion
Thompson, Hazel	Cameron, W. Va.	Marshall
Thompson, Lucretia	Shinnston, W. Va.	Harrison
Thompson, Zella	Shinnston, W. Va.	Harrison
Thorp, Vurnie	Catawba, W. Va.	Marion
Toothman, Estella	Fairview, W. Va.	Marion
Towson, Charlotte	Fairmont, W. Va.	Marion
Virts, Vernia	Newburg, W. Va.	Preston
Walker, Naomi	Fairmont, W. Va.	Marion
Watkins, Finnette	New Martinsville, W. Va.	Wetzel
Weaver, Rose Ella	Fairview, W. Va.	Marion
West, Phyllis	Roanoke, W. Va.	Lewis
White, Ocie	Kingwood, W. Va.	Preston
White, Julia	Clarksburg, W. Va.	Harrison
Williams, Glenna	Gassaway, W. Va.	Braxton
Wilmoth, Dollie	Fairmont, W. Va.	Marion
Wilson, Bertha	Fairmont, W. Va.	Marion
Wilson, Ethel	Clarksburg, W. Va.	Harrison
Wilson, Hazel May	Baxter, W. Va.	Marion
Wilson, Hazel	Belington, W. Va.	Barbour
Wingrove, Allene	Morgantown, W. Va.	Monongalia
Windsor, Letha	Fairmont, W. Va.	Marion
Withers, Lelia	Grafton, W. Va.	Taylor
Wright, Hilda	Newburg, W. Va.	Preston
Wright, Nettie	Wadestown, W. Va.	Monongalia
Wright, Verna	Wadestown, W. Va.	Monongalia
Wyckoff, Zeppa	Fairmont, W. Va.	Marion
Yeager, Edna	Mannington, W. Va.	Marion

SUMMER SCHOOL STUDENTS 1922

Allender, Arthur	Grafton, W. Va.	Taylor
Armstrong, Bryan	Independence, W. Va.	Taylor
Armstrong, Samuel	Independence, W. Va.	Taylor
Beeghley, James	Jane Lew, W. Va.	Lewis
Brand, Hugh	Mannington, W. Va.	Marion
Brant, Kendall	Smithfield, W. Va.	Wetzel
Brown, Wayman	Lumberport, W. Va.	Harrison
Bucklew, Junior	Grafton, W. Va.	Taylor
Burch, Arthur	Littleton, W. Va.	Wetzel
Burke, Alex	Hundred, W. Va.	Wetzel
Campbell, Boyd	Creston, W. Va.	Wirt
Church, Beryl	Littleton, W. Va.	Wetzel
Cole, Dale	Farmington, W. Va.	Marion
Cole, John William	Hepzibah, W. Va.	Harrison
Cole, Herschel	Fairmont, W. Va.	Marion
Conaway, Harrison	Fairmont, W. Va.	Marion
Cox, Walter	Fairmont, W. Va.	Marion
Criss, Jennings William	Watson, W. Va.	Marion
Cross, B. Lee	Smithfield, W. Va.	Wetzel
Cubbon, Kenneth	Lumberport, W. Va.	Harrison
Davis, Daniel	Pullman, W. Va.	Ritchie
Davis, Rufus	Hammond, W. Va.	Marion

SUMMER SCHOOL STUDENTS—Continued

NAME	TOWN	COUNTY
Farnsworth, Ronald	Weston, W. Va.	Lewis
Fortney, Hugh	Lumberport, W. Va.	Harrison
Grimes, Alton	Fairmont, W. Va.	Marion
Gump, Larney	Fairview, W. Va.	Marion
Haggerty, Harland	Wyatt, W. Va.	Harrison
Harbert, Richard	Dola, W. Va.	Harrison
Hunt, Everett	Philippi, W. Va.	Barbour
Hunt, Garrett	Burton, W. Va.	Wetzel
Hunter, Guy	Mannington, W. Va.	Marion
Hutchinson, Robert	Fairmont, W. Va.	Marion
Ice, Roy Earl	Worthington, W. Va.	Marion
Keister, Leslie	Upper Tract, W. Va.	Pendleton
Knisely, Alfred	Fairview, W. Va.	Marion
Little, Charles	Bridgeport, W. Va.	Harrison
Martin, Charles	Rivesville, W. Va.	Marion
Martin, Edgar	Wyatt, W. Va.	Harrison
McClung, James	Grafton, W. Va.	Taylor
McQuain, Adam	Orlando, W. Va.	Lewis
Merrifield, Amos	Smithfield, W. Va.	Wetzel
Michael, Paul	Fairview, W. Va.	Marion
Miller, Byron	Fairview, W. Va.	Marion
Monroe, McKinley	Lumberport, W. Va.	Harrison
Moore, Lloyd	Mannington, W. Va.	Marion
Morgan, Albert	Fairmont, W. Va.	Marion
Morton, Arnold	Camden-on-Gauley, W.Va.	Webster
Newlon, Melvin	Grafton, W. Va.	Taylor
Newlon, Dellet	Simpson, W. Va.	Taylor
Nicholice, Joseph	Fairmont, W. Va.	Marion
Parrack, Cecil	Fairmont, W. Va.	Marion
Parrish, Archel	Mannington, W. Va.	Marion
Parrish, Lee	Mannington, W. Va.	Marion
Price, Walter A.	Mannington, W. Va.	Marion
Putnam, Robert	Fairmont, W. Va.	Marion
McQueen, Homer	Grafton, W. Va.	Taylor
Rider, Melford	Rivesville, W. Va.	Marion
Righter, Charles	Shinnston, W. Va.	Harrison
Roberts, Odgar	Hundred, W. Va.	Wetzel
Robinson, Brooksie	Mannington, W. Va.	Marion
Robinson, Fred	Grafton, W. Va.	Taylor
Rogers, Fred S.	Independence, W. Va.	Preston
Rogers, Harold T.	Moundsville, W. Va.	Marshall
Everett, Rush W.	Earnshaw, W. Va.	Wetzel
Ryan, Clarence	Mannington, W. Va.	Marion
Sandy, Howard	Shinnston, W. Va.	Harrison
Scott, Raymond	Smithfield, W. Va.	Wetzel
Seese, W. Carl	Shinnston, W. Va.	Harrison
Shaw, J. Aldine	Philippi, W. Va.	Barbour
Sheranko, Mike	Montana Mines, W. Va.	Marion
Shutts, Herman	Masontown, W. Va.	Preston
Sloan, James Joseph	Fairmont, W. Va.	Marion
Smith, Russell	Rivesville, W. Va.	Marion
Smithley, Eugene C.	Bellton, W. Va.	Marshall
Snider, Fred	Fairmont, W. Va.	Marion
Snodgrass, John F.	Mannington, W. Va.	Marion

SUMMER SCHOOL STUDENTS—Continued

NAME	TOWN	COUNTY
Strickler, Alex.	Ellenboro, W. Va.	Ritchie
Sturm, Clarence	Four States, W. Va.	Marion
Vandergrift, Tim	Colfax, W. Va.	Marion
Vangilder, Jack	Fairmont, W. Va.	Marion
Williams, Lonnie	Fairview, W. Va.	Marion
Yoho, Audrey	Silver Hill, W. Va.	Wetzel

STUDENTS
EXTENSION CLASSES
1922-1923

NAME	POST OFFICE	COUNTY
Abel, Elsie	Middleton	Marion
Adams, Mrs. Mayme	Junior	Barbour
Allender, Arthur N.	Grafton,	Taylor
Akers, Blanche R.	Ronda	Marion
Ammons, John, W. D.	Fairview	Marion
Anderson, Earl L.	Earnshaw	Wetzel
Anderson, R. E.	Rowlesburg	Preston
Anderson, Asa Howard	Smithfield	Wetzel
Avey, Guy R.	Great Cacapon	Morgan
Amos, Lucille	Wyatt	Harrison
Arnold, Nelle B.	Weston	Lewis
Ash, Mrs. Nettie Lanham	Shinnston	Harrison
Avil, G. G.	Haywood	Tucker
Bailey, Lucy M.	Salem	Harrison
Ball, Leta M.	Maggie	Mason
Banks, Mildred	Shepherdstown	Jefferson
Barnard, Rachel Williard	Rowlesburg	Preston
Bartlett, Christine	Shinnston	Harrison
Baughman, Dillon P.	Philippi	Barbour
Beach, Audra C.	Weston	Lewis
Beaver, Dora Lee	Grafton	Taylor
Bell, Mrs. Nellie	Clarksburg	Harrison
Berry, L. Marie	Wyatt	Harrison
Bice, Bertha	Bridgeport	Harrison
Blake, Adeline Graham	Broomfield	Marion
Blackwell, Jack	Lumberport	Harrison
Bramlett, James Mitchell	Shinnston	Harrison
Bramlett, Pearl Laird	Shinnston	Harrison
Britton, L. S.	Independence	Preston
Brown, Charles	Morgantown	Monongalia
Brown, Ethel	Sutton	Braxton
Brown, Mary	Sutton	Braxton
Brown, Lolita R.	Philippi	Barbour
Bryner, Ina Floy	Worthington	Marion
Burke, Alex.	Hundred	Wetzel
Carter, Mrs. Elizabeth	Elkins	Randolph
Cather, Margaret Jaunita	Grafton	Taylor
Cart, S. F.	Burnsville	Braxton
Childs, Ruth	Fairmont	Marion
Chrystal, Marguerite	Davis	Tucker

STUDENTS EXTENSION CLASSES—Continued

NAME	POST OFFICE	COUNTY
Cubbon, Claude H.	Lumberport	Harrison
Cubbon, Kenneth E.	Lumberport	Harrison
Clark, Audra	Elkins	Randolph
Cochrane, Jessie	Grafton	Taylor
Coffindaffer, C. Z.	Kincheloe	Harrison
Cole, John W.	Hepzibah	Harrison
Colebank, Geo. M.	Fairmont	Marion
Connelly, Etta M.	Mannington	Marion
Corder, Frances	Elkins	Randolph
Cougill, Betty Leone	Parker, Ind.	Erie
Coyner, Lois Ligon	Clover Lick	Pocahontas
Crimm, H. L.	Mannington	Marion
Criss, Lena Marguerite	Adamston	Harrison
Curtis, Mrs. Sarah	Weston	Lewis
Daniels, Mrs. Cora Isner	Elkins	Randolph
Davis, Mrs. Pauline	Fairmont	Marion
Davis, Waveline	Cowen	Webster
Deakins, C. A.	Rowlesburg	Preston
DeBerry, Mary B.	Terra Alta	Preston
DeLung, S. A.	Burnsville	Braxton
Demoss, Minnie D.	Grafton	Taylor
DeMoss, Ada	Grafton	Taylor
Downey, Ida	Weston	Lewis
Duffield, Gertrude Jean	Sutton	Braxton
Duncan, H. L.	Mannington	Marion
Duncan, Mrs. H. L.	Mannington	Marion
Dunn, Mildred A. F.	Fairmont	Marion
Dumire, Mrs. Laura A.	Horton	Randolph
Durr, Anna Mary	Tunnelton	Preston
Durrett, Ethel Clare	Fairmont	Marion
Duthie, Grace	Clarksburg	Harrison
Eddy, Flossie	Fairview	Marion
Mays, Edward	Huntington	Cabell
Ellyson, Ruth	Lumberport	Harrison
Enochs, John	Colcord	Raleigh
Erwin, Clalie	Nutter Fort	Harrison
Ewing, Elizabeth	Burnsville	Braxton
Fairfax, Myra	Ronceverte	Greenbrier
Fast, Mabel	Gassaway	Braxton
Fisher, Hazel	Glenville	Gilmer
Fleming, Cecil A.	Flatwoods	Braxton
Floyd, U. G.	Mannington	Marion
Forbes, Margaret L.	Morgantown	Monongalia
Ford, Nelle Hevener	Clarksburg	Harrison
Fortney, Harvey Channing	Haywood	Harrison
Fortney, Florence Lucille	Shinnston	Harrison
Freeman, H. U.	Reedsville	Tucker
Freeman, Philopene J.	Parsons	Tucker
Funk, Inez V.	Tunnelton	Preston
Funk, Susan P.	Rowlesburg	Preston
Gall, Mary	Grafton	Taylor
Gall, Gineva	Coatsville	Barbour
Garrett, J. Wm.	Sutton	Braxton
Gaskins, Catherine H.	Monongah	Marion

STUDENTS EXTENSION CLASSES—Continued

NAME	POST OFFICE	COUNTY
Gamble, Venus D.	Simpson	Taylor
Gibson, Ila Kathryn	Cliftonville	Taylor
Gibson, Wayne E.	Grafton	Taylor
Given, Van B.	Heaters	Braxton
Goff, Golda	Weston	Lewis
Golden, Marie	Flatwoods	Braxton
Good, Irene C.	Burnsville	Braxton
Goodwin, Alice	Clarksburg	Harrison
Goldsborough, Margaret G.	Simpson	Hampshire
Gray, Gladys Myra	Zella	Nichols
Gray, L. Eura	Cameron	Marshall
Green, Mrs. W. V.	Charleston	Kanawha
Griffin, Mrs. Nellie Martin	Wallace	Harrison
Griffin, Loy E.	Wyatt	Harrison
Griffn, Paul	Lumberport	Harrison
Gumm, B. L.	Frametown	Braxton
Guseman, Ruth M.	Reedsville	Preston
Haddix, Jessie Ethel	Grafton	Taylor
Hale, E. E.	Fairmont	Marion
Haley, Rose	Clarksburg	Harrison
Hall, B. A.	Flatwoods	Braxton
Hall, Nola S.	Clarksburg	Harrison
Hall, Mayme	Lumberport	Harrison
Halterman, Lona P.	Mannington	Marion
Hanes, Orga E.	Pliny	Putnam
Hamill, Mrs. C. H.	Elkins	Randolph
Hann, Nita	Davis	Tucker
Harbart, Richard	Dola	Harrison
Harpold, H. H.	Metz	Marion
Harris, Ruth	Monongah	Marion
Hart, Katherine Elizabeth	Mabie	Randolph
Haught, Blanche E.	Fairmont	Marion
Haymond, R. P.	Burnsville	Braxton
Hays, Ruby Norris	Burnsville	Braxton
Haylman, Virginia	Reedsville	Preston
Heater, Gladys	Burnsville	Gilmer
Hefner, Freda	Weston	Lewis
Hefner, Elizabeth	Burnsville	Braxton
Heltzel, Mrs. E. Gay	Monongah	Marion
Henry, Ella E.	Morgantown	Monongalia
Herrin, Mrs. Elizabeth	Reedsville	Preston
Hickman, Beatrice	Ripley	Jackson
Higinbotham, Margaret Ann	Shinnston	Harrison
Higley, Ida M.	Clarksburg	Harrison
Hoff, Stella Louise	Spencer	Roane
Hoff, Frank A.	Terra Alta	Preston
Hoffman, Laura B.	Shinnston	Harrison
Holden, Iva	Weston	Lewis
Hollen, Ruth	Grafton	Taylor
Howard, Mary C.	Clarksburg	Harrison
Hubbs, Sophia V.	Moundsville	Marshall
Hughes, Fannie	Clarksburg	Harrison
Hutchinson, Mildred	Lumberport	Harrison
Hyre, Irene	Burnsville	Braxton

STUDENTS EXTENSION CLASSES—Continued

NAME	POST OFFICE	COUNTY
Ice, Lona	Mannington	Marion
Ice, Roy E.	Mannington	Marion
Iden, Josie	Davis	Tucker
Inghram, Elizabeth	Fairview	Marion
Jackson, Retha E.	Jane Lew	Lewis
Jaco, Mattie	Grafton	Taylor
James, Mrs. Minnie	Clarksburg	Harrison
Jenkins, Lula M.	Terra Alta	Preston
Jones, Ruth	Masontown	Preston
Jones, Nell	Weston	Lewis
Keim, Anna	Elkins	Randolph
Keim, Bess	Elkins	Randolph
Kennedy, Cecile	Hundred	Wetzel
Kennedy, James M.	Grafton	Taylor
Kennedy, Clyde R.	Paden City	Wetzel
Kessell, Zorah D.	Ripley	Jackson
Kessell, Faith	Ripley	Jackson
Kessell, Velma	Ripley	Jackson
King, Elsie	Fairmont	Marion
King, Grace	Buckhannon	Upshur
King, Jessie	Weston	Lewis
King, Mary	Weston	Lewis
King, Mary Lou	Rowlesburg	Preston
Kiser, Grace	Elkins	Randolph
Knight, Rebecca	Clarksburg	Harrison
Laird, Pearl	Shinnston	Harrison
Lawson, Freda	Lumberport	Harrison
Lawson, Minerva	Elkins	Randolph
Leach, W. E.	Grafton	Taylor
Leach, Emma H.	Grafton	Taylor
Levelle, Grace	Fairview	Marion
Lipscomb, Kathleen	Parsons	Tucker
Lovenstein, Leonidas K.	Elkins	Randolph
Lowther, Genevieve	Clarksburg	Harrison
Maguire, Mrs. J. L.	Elkins	Randolph
Majaffey, Mrs. Frankie B.	Enterprise	Harrison
Mahan, Alice	Shinnston	Harrison
Mann, Eunice	Renick	Greenbrier
Manning, Clara	Elkins	Randolph
Malloy, Marguerite	Rowlesburg	Preston
Martin, Mrs. Anna H.	Shinnston	Harrison
Martin, Blair	Shinnston	Harrison
Martin, Chester	Lumberport	Harrison
Martin, Lawrence	Shinnston	Harrison
Matheny, W. R.	Mannington	Marion
Marteney, Joseph W.	Buckhannon	Upshur
Metz, Minnie Ammons	Mannington	Marion
Milan, Otis H.	Barrackville	Marion
Miles, Mabel	Buckhannon	Upshur
Miller, E. D.	Bridgewater, Va.	
Miller, Ruth	Kearneysville	Jefferson
Minter, Ethel	Adamston	Harrison
Mitchell, Phoebe	Weston	Lewis
McCarty, Mrs. Clyde	Shinnston	Harrison

STUDENTS EXTENSION CLASSES—Continued

NAME	POST OFFICE	COUNTY
McDaniel, Lilly	Elkins	Randolph
McDaniel, Ulla Belle	Elkins	Randolph
MacGregor, Maybelle	Clarksburg	Harrison
McMillen, Edna G.	Masontown	Preston
McKee, Kirkland S.	Elkins	Randolph
McKinley, F. M.	Clarksburg	Harrison
McMillen, H. H.	Masontown	Preston
McMorrow, Everett O.	Gassaway	Braxton
McMorrow, Maysel	Gassaway	Braxton
Moats, Oleta	Clarksburg	Harrison
Monroe, McKinley	Lumberport	Harrison
Morris, Beatrice	Shinnston	Harrison
Morrison, Opal	Cox's Mills	Gilmer
Morrison, Lewis French	Morgantown	Monongalia
Morrow, Elizabeth	Clarksburg	Harrison
Morton, Arnold	Camden-On-Gauley	Webster
Mullenax, Vivian L.	Cave	Pendleton
Musgrave, Florence	Clarksburg	Harrison
Muster, Nora E.	Lumberport	Harrison
Neely, Olive	Fairmont	Marior
Ocheltree, Katherine	Weston	Lewis
Ogden, Rachel C.	Clarksburg	Harrison
Ogdin, Caroline	Williamstown	Wood
Owens, Mary Elizabeth	Weston	Lewis
Page, Laura B.	Williamstown	Wood
Park, Marjorie	Farmington	Marion
Parrish, Helen	Grafton	Taylor
Parsons, Flora Jane	Ripley	Jackson
Peaslee, Addie Bolyard	Rowlesburg	Preston
Pell, Gladys	Masontown	Preston
Phillips, Hattie	Matewan	Mingo
Pickens, Pearl	Tanner	Gilmer
Piggott, Lynn O.	Lumberport	Harrison
Piggott, Mrs. L. O.	Lumberport	Harrison
Pitts, Willa Alberta	Philippi	Barbour
Plant, Mrs. Mabel Robey	Lumberport	Harrison
Poling, Aileen	Fairmont	Marion
Pope, Arvella	Salem	Harrison
Powell, Mary B.	Fairmont	Marion
Post, Reta	Buckhannon	Upshur
Power, F. Ray	Shinnston	Harrison
Queen, H. M.	Grafton	Taylor
Radcliffe, Beppie	Mt. Clare	Harrison
Ramsburg, Mamie	Weston	Lewis
Randall, Estelle	Shinnston	Harrison
Ray, Myrtle	Davis	Tucker
Rector, Hazel	Shinnston	Harrison
Rector, Winnie	Shinnston	Harrison
Reynolds, Mary Ellen	Burnsville	Braxton
Richmond, Mrs. Edna	Fairmont	Marion
Ridenour, Gertrude	Lumberport	Harrison
Rider, P. M.	Rivesville	Marion
Rightmire, Clara	Elkins	Randolph
Righter, Charles L.	Shinnston	Harrison

STUDENTS EXTENSION CLASSES—Continued

NAME	POST OFFICE	COUNTY
Robey, Cecile Louise	Masontown	Preston
Robey, Columbia	Lumberport	Harrison
Robinson, Fred D.	Grafton	Taylor
Robinson, Genevieve V.	Lumberport	Harrison
Robinson, J. G.	Wallace	Harrison
Robinson, John G.	Wallace	Harrison
Robinson, Mary	Clarksburg	Harrison
Robinson, Oscar	Wallace	Harrison
Robinson, Virginia E.	Monongah	Harrison
Robison, Mildred B.	Flatwoods	Braxton
Rogers, Homer	Clarksburg	Harrison
Rose, Sarah Ethel	Heaters	Braxton
Rowley, Coit	Mannington	Marion
Rowley, J. V.	Shinnston	Harrison
Rush, Madaline	Scottdale, Pa.	
Rush, W. E.	Earnshaw	Wetzel
Rush, Thos. E.	Mannington	Marion
Sandy, Howard	Shinnston	Harrison
Savage, Mrs. Martha	Clarksburg	Harrison
Scott, Raymond	Smithfield	Wetzel
Sharps, A. B.	Lumberport	Harrison
Sharps, Hazel	Bretz	Preston
Shepherd, L. H.	Burnsville	Braxton
Shawhan, Hugh B.	Hepzibah	Harrison
Sherrard, Adele	Weston	Lewis
Shreve, Holmes	Flatwoods	Braxton
Shriver, Lloyd L.	Grafton	Taylor
Shutts, H. A.	Masontown	Preston
Shutts, Ethel B.	Masontown	Preston
Simmons, Hattie	Weston	Lewis
Skiles, Ada Frances	Sabraton	Monongalia
Skinner, M. P.	Gassaway	Braxton
Slater, Sue	Mannington	Marion
Smith, Elizabeth	Charleston	Kanawha
Smith, John W.	Pomeroy, Ohio	
Snider, Irene W.	Smithfield	Wetzel
Snodgrass, Clifford D.	Smithfield	Wetzel
Snodgrass, John F.	Mannington	Marion
Snopps, Elizabeth	Bulltown	Braxton
Snyder, V. B.	Valley Head	Randolph
Soult, Queene	Waverly	Wood
Sprigg, Georgie	Sutton	Braxton
Squires, Eva	Flatwoods	Braxton
Stalnaker, Elizabeth	Clarksburg	Harrison
Stalnaker, Grace	Elkins	Randolph
Stalnaker, W. O.	Horner	Lewis
Stephenson, Willa	Weston	Lewis
Storey, Betty	Mannington	Marion
Stump, Ugee	Flatwoods	Braxton
Sturm, Mary	Enterprise	Harrison
Sturm, Lorene	Enterprise	Harrison
Teter, Clara B.	Burnsville	Braxton
Tetrick, Lucia	Worthington	Marion
Tetrick, Beulah	Shinnston	Harrison

STUDENTS EXTENSION CLASSES—Continued

NAME	POST OFFICE	COUNTY
Thomas, A. L.	Mannington	Marion
Toothman, Mabel	Fairmont	Marion
Tracey, James F.	Clarksburg	Harrison
Tustin, Lydia	Chester	Hancock
Vandervort, Virginia	Weston	Lewis
Vogan, Mabel L.	Mannington	Marion
Wade, Joseph	Captina	Marshall
Walker, T. E.	Colcord	Raleigh
Walsh, Beatrice	Rowlesburg	Preston
Warder, Ina M.	Grafton	Taylor
Watson, Willie C.	Metz	Marion
Weaver, Mrs. L. Vivian	Clarksburg	Harrison
Whaley, Esther Doll	Lumberport	Harrison
Whaley, Wm. C.	Monongah	Marion
Whytsell, C. A.	Burnsville	Braxton
Wickwise, Hattie Martin	Alfbright	Preston
Williams, Jewell F.	Masontown	Preston
Williams, Lottie Anne	Hamilton, N. C.	Martin
Wilkinson, Darrell D.	Shinnston	Harrison
Wilmoth, Anise L.	Elkins	Randolph
Wilson, Amanda	Elizabeth	Wirt
Wilson, Clara	Fairmont	Marion
Wilson, Mrs. Bertha Combs	Mt. Clare	Harrison
Wilson, Guy C.	Clarksburg	Harrison
White, Grace	Grafton	Taylor
Wood, Walter A.	Grafton	Taylor
Woodburn, Olive	Sistersville	Tyler
Upton, Helen	Adamston	Harrison
Zobrist, Louise	Weston	Lewis

ENROLLMENT OF RESIDENCE STUDENTS BY COUNTIES AND STATES

Marion	366
Harrison	104
Wetzel	45
Lewis	37
Preston	37
Taylor	34
Monongalia	18
Braxton	15
Marshall	14
Randolph	14
Tucker	13
Barbour	11
Webster	8
Jackson	7
Ritchie	7
Pocahontas	5
Ohio	5
Wood	5
Hancock	4
Roane	4
Pendleton	3
Tyler	3
Mason	2
Pleasants	2
Wirt	2
Cabell	1
Greenbrier	1
Nicholas	1
Arkansas	1
Colorado	1
Indiana	1
Ohio	1
Pennsylvania	1

FAIRMONT STATE NORMAL SCHOOL ENROLLMENT FOR YEAR 1922-1923

	Male.	Female.	Total
Third Year College Students	4	11	15
Senior Normal	26	106	132
Junior Normal	60	96	156
Short Course	16	104	120
Music	4	41	45
Summer School	32	363	435
Total Students	192	711	903
Counted Twice	19	111	130
Total	173	600	773
Extension Students	94	246	340
	267	846	1113
Counted Twice	21	74	95
Grand Total for Year	246	772	1018

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